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ABSTRACT

The abstracts in this collection describe selected programs operating in public schools during 1972-73. Locally devised and implemented, these programs for grades kindergarten through twelve were selected for their probable general interest and use. The subject areas included are administrative services, art, business, language arts, general elementary and secondary education, handicapped students, industrial arts, mathematics, music, natural sciences, and social studies. A standard format presents an overview, the target population, major purpose, objectives, activities, evaluation strategy and findings, cost, and contact person for each program. (Author/DW)

ED 100061

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CATALOG OF PROMISING EDUCATIONAL PROGRAMS AND PRACTICES

1972 - 1973

AUTOMATED SERVICES, INC.
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INTRODUCTION

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The *Catalog of Promising Educational Programs and Practices* is a collection of abstracts describing selected programs operating in the nation's schools during the 1972-73 school year. The programs included were locally devised and implemented for grades kindergarten through twelve. They were selected based upon specific criteria and the programs' probable interest and value to practitioners in other locales. This collection is the result of a major dissemination effort initiated by the now defunct National Center for Educational Communication, Office of Education, and continued by the National Institute of Education.

At the inception of this effort, it was noted that educational change takes place in a variety of ways. Perhaps the best known and the most respected methods derive from well planned, well financed educational research and development projects staffed by specialists. The dissemination methods for such projects are formalized. Not less well known as an approach to introducing educational change, but considerably less publicized, is the locally devised, planned and implemented innovative practice or program. The impact of these activities can be felt only locally in the absence of an effective information communications network to advertise their result.

A large number of such practices is known to exist. Many of them came into being through funds supplied by Federal sources such as Title I and Title III of the Elementary and Secondary Education Act, the National Defense Education Act, and other federally funded and state administered educational programs. Many were started with state or local financing only and others through private sponsorship. In order that practitioners across the nation might benefit from the experience gained in these individual programs, the Promising Educational Programs and Practices project was conducted, and this catalog is its product.

Some programs which were considered for inclusion in the catalog were nominated by State Agency Dissemination Representatives or by State Education Agency Title I coordinators. Others were identified with the help of Office of Education staff personnel who had previously worked with state education agencies in identifying promising local efforts. Approximately 3,000 programs were identified and surveyed by mail. A total of 157 program abstracts were prepared for this catalog from the 1,000 programs which were submitted in response to the survey. Program submissions were screened using the criteria listed below.

1. The program has specific, identifiable educational objectives.

2. The program has been in existence for at least one year. The local school should be planning to continue it.

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3. The program has been evaluated, and has been judged to be at least "promising" or "verified." The term *promising* is used to cover those programs showing potential for producing more effective results, but for which convincing evaluative data are lacking. At the other extreme, *verified* is used for programs supported by hard evaluative data on effectiveness.

4. The local district sponsoring the programs should be able and willing to respond to any inquiries on the program/practice that national dissemination may generate.

5. The program has the potential for successful replication in settings other than those for which it was originally designed.

6. The program is not dependent for success on any special feature, such as, a charismatic director, expensive equipment not usually found in a local school, or exorbitant costs.

The method for organizing the abstracts in the catalog was based upon the *Standard Terminology for Curriculum and Instruction in Local and State School Systems.*[1] This handbook classifies and defines specific items of information about the organization, administration, content, resources, and processes of curriculum development and instruction and includes additional related terminology. Of particular value were the classifications and definitions developed in the handbook for items of information about subject-matter areas. There are 22 subject-matter areas identified in the handbook. The abstracts presented are cataloged under ten of the handbook classifications and one added classification. The ten classifications taken from the *Standard Terminology for Curriculum and Instruction in Local and State School Systems* are Art, Business, English Language Arts, General Elementary Education and General Secondary Education, Differentialized Curriculum for Handicapped Pupils, Industrial Arts, Mathematics, Music, Natural Science, and Social Sciences/Social Studies. The added classification is Administrative Services and Services Supporting Instruction. The definition of each of the classifications is given at the beginning of each chapter.

One of the classifications used, General Elementary Education and General Secondary Education, was redefined to accommodate the range of programs selected. The definition for the classification provided by the *Standard Terminology for Curriculum and Instruction in Local and State School Systems*[2] includes instruction which usually occurs in a self-contained classroom.[3] The catalog respects this definition. In addition, abstracts which describe program efforts involving the general curriculum or more than one subject-matter area are cataloged under this classification.

A standard format was used in the preparation of the abstracts. It consists of the following sections: overview, target population, major purpose and objectives, activities, evaluation strategy, evaluation findings, cost, contact person (as of 1973-74) and major and minor descriptors. The consistency of format is intended to aid scanning. Another aid to scanning and easy reference is the use of descriptors, subject terms which are assigned

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to each abstract. At the end of each abstract a list of descriptors appears. Descriptors are designated *major* or *minor* according to their conceptual significance in the abstract. Indexing, or the assigning of descriptors, was accomplished using the *Thesaurus of ERIC Descriptors.*[4] The compilation of all assigned descriptors has generated the subject index to the catalog. Using the list of descriptors at the end of each abstract along with the subject index, the reader has easy access to all conceptually related programs presented in the catalog.

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[1] *Standard Terminology for Curriculum and Instruction in Local and State School Systems*, State Educational Records and Reports Series: Handbook VI, National Center for Educational Statistics, U. S. Government Printing Office, Washington, D. C., 1970.

[2] Ibid.

[3] The definition is quoted on page 111.

[4] *Thesaurus of ERIC Descriptors*, ERIC Processing and Reference Facility, Bethesda, Maryland, 1973. For an explanation of this indexing method, the reader is referred to Goodman, F., "The Role and Function of the Thesaurus in Education," *Thesaurus of ERIC Descriptors*, CCM Information Corporation, New York, 1972.

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Chapter 1

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ADMINISTRATIVE SERVICES AND SERVICES SUPPORTING INSTRUCTION

"Items of information under this heading may be used to describe aspects of services supporting instruction which are provided centrally or within a single school. The concept of 'services provided centrally' includes situations in which staff members or pupils of various schools go to a central location to receive services and/or members of a central staff go to more than one location to provide services. Among services supporting instruction are resource services for pupils, pupil personnel services, services for the instructional staff, and community services. Though more than one service may be provided at a single location by an individual staff member, as in an 'instructional materials center' or by a 'counselor,' each of the services provided should be identified separately."

Standard Terminology for Curriculum and Instruction in Local and State School Systems, NCES, 1970

Additional programs which seek behavioral and instructional outcomes for students similar to the outcomes sought by programs included in this chapter are cataloged under *General Elementary and General Secondary Education*, Chapter 5. For example, programs in career education which do not use centralized services but which are fused into the general curriculum are found in Chapter 5.

AREA HIGH SCHOOL PREP CENTERS
Chicago Public Schools
Chicago, Illinois

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Overview

School and community representatives expressed a need for a more comprehensive and sustained program of orientation for eighth grade students about to enter the local public high school. This program was implemented to meet that need. The program involved school counselors, elementary and high school teachers, administrators and parents. Prior studies have shown that before children leave the familiar atmosphere of their old school they need a thorough orientation to the new one. These studies have also shown that a great deal of time has been lost as students adjust to the new environment.

Target Population

The target population for the program was all eighth grade students from the feeder schools of three high schools.

Major Purpose and Objectives

The purpose of this program was to prepare students for an effective transition to high school. The staff and participating teachers in each of the *Area High School Prep Centers* developed and implemented procedures designed to: 1) promote a sense of harmony and interdependence among students from a variety of feeder elementary schools through combined classes for four-week periods of time; 2) use effectively student, parent and teacher contact among high school feeder schools; 3) increase the effectiveness of parents and teachers in guiding children in making the adjustment to high school through their cooperative participation in education activities; 4) stimulate student interest in a variety of job opportunities through exposure to available vocational and occupational programs; 5) improve communication among parents, students and teachers through classroom workshops devoted to an examination of the personal and social problems that affect students' success in school; and 6) develop a model high school prep center that would be replicable in other communities and school districts.

Activities

Activities and strategies developed to reach the program objectives included several key elements: 1) the continuation of the regular academic curriculum extending the fundamental skills in English, mathematics and social studies; 2) the attempt to broaden students' understanding of the local community and its relationship to the total metropolitan community, and 3) visits to classes at the largest area high school to become acquainted with the environment.

Counselors and human relations consultants were employed to provide needed guidance and counseling services for student and parent groups. Counseling services, as well as teacher-parent-student seminars, were also used to increase the effectiveness of all planned activities. Guest speakers and field trips were included to familiarize students with a wide range of occupational and vocational programs. The students visited many community agencies covering the business, educational, professional, and religious spectra.

Each participating school had an Advisory Committee to assist in program planning. The faculty of the three local high schools played an active role in helping the Area Prep Center youth gain a better understanding of the many opportunities provided by high school. The elementary school professionals gained experience in working cooperatively with high schools and with other elementary schools.

Evaluation Strategy

Two independent consultants evaluated the project using instruments specifically constructed to measure progress on each of the six objectives of the Area Prep Center program. Pre- and post-testing using the instruments was done with students, parents and professional personnel.

Evaluation Findings

Overall results indicate a high degree of satisfaction with the Area Prep Centers by students, teachers and feeder school elementary teachers. A comparison of pre- and post-test results shows satisfactory cognitive and affective growth on the part of the students. The evaluators concluded that the Area Prep Center is a model for involvement of the community in education. The total community approach had given the staff and students a perspective that is typically not available.

Cost: $275,615 for 1972-73

Contact Person

Mrs. Virginia Giles
228 N. La Salle Street
Chicago, Illinois 60601

Major Descriptors

- Counseling
- Guidance counseling
- School community relationship
- School orientation

Minor Descriptors

- Elementary school students
- Parent participation
- Student school relationship

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(PROJECT ARISE)
ARRANGING FOR REORGANIZATION INSTRUCTION FOR SUCCESS IN EDUCATION
Macon County Board of Education
Tuskegee, Alabama

Overview

Project *Arranging for Reorganization Instruction for Success in Education (ARISE)*, a comprehensive program in dropout prevention, endeavored to substantially reduce the dropout rate through the development of an in-depth program of parent involvement and positive student reinforcement. To aid in producing the desired results, 31 parents of identified potential dropouts were employed as Parent-Counselor Aides to insure that the target children were in regular school attendance and that the parents of the target group would become actively involved in school functions.

Target Population

The target group consisted of 350 potential dropouts in grades nine through twelve.

Major Purpose and Objectives

The major objectives of the program were to: 1) decrease the dropout rate, 2) increase the attendance rate, 3) reduce the incidence of disciplinary problems, 4) decrease students' suspension rate, and 5) improve the overall attitudes of the students.

Activities

Two counselors and one aide served the target school, giving preferential attention to students enrolled in Project ARISE. One facet of their program was to administer an attitudinal survey to the students. Based on this survey, the counselors conducted small group counseling sessions on topics of interest or concern to students in need of specific help. In addition, individual academic help was provided for the students when needed, and vocational classes were provided.

The Parent-Counselor Aides (PCA) were a key factor in the project. Each PCA was given the responsibility of nine to eleven households in the community. Their jobs were to secure from the heads of the households cooperation with the school program.

Evaluation Strategy

School records and pre- and post-scores from a standardized attitudinal survey of study habits and attitudes were used to evaluate the program.

Evaluation Findings

All objectives except number two were met to a substantial degree. Although there was a slight improvement over the previous year, attendance was not increased to a significant degree.

Cost: $348,000 for 1972-73

Contact Person

Mr. James Carter
Project Director
P O Box 90
Tuskegee, Alabama 36083

(205) 727-5383

Major Descriptors

- Counseling
- Discipline
- Dropouts
- Parent participation
- Student attitudes

Minor Descriptors

- Attendance
- Secondary school students
- Vocational counseling

THE COMMUNITY SCHOOL COMPENSATORY PROGRAM
Richmond Senior High School
Rockingham, North Carolina

Overview

The Community School Compensatory Program provided for the development and operation of a comprehensive community-school program to serve all people of the Richmond Senior High School attendance area. At the same time, its design allowed for the consolidation of eight four-year high schools and three administrative units. The program was effective in spite of the disunity and friction which developed because of racial problems and the loss of organizationally distinct local high schools.

Target Population

Design elements of the program focused on the high school student population and personnel, all residents of the area, and the community groups into which they were organized. The county area encompasses 477 square miles and a population of 40,000. Although population size had changed very little in recent censuses, there had been a significant shift from rural to urban areas.

Major Purpose and Objectives

The major purpose of this program was to provide for the development of a comprehensive community school and for consolidation by: 1) preparing administrators, teachers, and students to relate effectively in the community schools; 2) outlining specific objectives for each community group to bring about the awareness and knowledge necessary for participation in the school program; 3) providing workshops, questionnaires, seminars, and training sessions to assess community attitudes; 4) utilizing the news media to reach community groups and disseminate information about the program; and 5) providing afternoon and evening classes for adults.

Activities

Afternoon and evening programs for students and adults were created. These programs involved recreation, vocational and adult education, and cultural enrichment. A great deal of information about the school was publicized through school and local newspapers and through the operation of a school radio station built and operated by students.

Other activities of note included field trips which were facilitated by the use of two activity buses bought with program funds. Elementary school enrichment trips, class field trips, band and athletic group trips, civic organization trips, etc., were sponsored by the program. The lunchroom and two conference rooms were available for use by civic clubs for evening meetings. Drug seminars, conducted in cooperation with Fayetteville's "Drug Crisis Line," were held during this year of the program. Equipment was purchased to make the school facilities more useful to community programs. Among the expanded facilities were a radio station, a closed-circuit television station, a darkroom for photography, and a ceramics studio. The utilization of this equipment is expected to continue over a period of years, thus promoting the continuation of program activities after the termination of Title III funding.

Evaluation Strategy

The evaluation procedure for the 1972-73 program year was designed to give both formative and summative feedback to the program related to performance objectives. These performance objectives were written to clearly delineate product outcomes and operational and management processes. Through this means of organization, the conditions of measurement and the minimum levels of acceptable performance were clearly specified. Questionnaires were developed which assessed the awareness of and attitudes toward the community school program on the part of administrators and teachers in the county schools system, students at the high school, and the Richmond community.

Evaluation Findings

Overall results indicated a high degree of progress and satisfaction on the part of teachers, administrators, parents and students. Community relationships with other institutions were effectively established.

Cost: $166,400 for 1972-73

Contact Person

Delmar Steinbock
P. O. Box 1060
Rockingham, North Carolina

Major Descriptors

Community involvement
Information dissemination
Inservice education
Remedial instruction

Minor Descriptors

Scheduling
Secondary school students

COMPREHENSIVE EVALUATION UNIT
Chattanooga Public Schools
Chattanooga, Tennessee

Overview

The search for an effective program evaluation mechanism for the Chattanooga Public Schools led to the creation of the *Comprehensive Evaluation Unit.* This unit was designed to facilitate systematic evaluation of educational programs in order that educators could develop competencies in key areas of performance description, evaluation reporting, and procedures for evaluating actual versus planned program implementation.

Target Population

The project was directed to serve principals, teachers, specialists, directors, and staff of four programs -- Title I, ESEA, Follow Through, and Kindergarten. It indirectly affected approximately 9,791 students, kindergarten through the twelfth grades.

Major Purpose and Objectives

The major objectives of the evaluation unit were as follows: 1) develop and implement a comprehensive needs assessment, 2) conduct staff development workshops related to skills and competencies concerning evaluation, 3) provide technical services to program personnel relative to application of evaluation skills and development of evaluation plans, 4) conduct interim as well as summative evaluation of educational programs, and 5) dissemination of project activities concepts and development of related materials.

Activities

Activities to achieve major objectives included: 1) training a staff in evaluation techniques and skills of evaluation; 2) surveying professionals, students, and lay persons in relation to goals of education for Chattanooga Public Schools; 3) validating priorities resulting in identification of learner needs; 4) training program personnel in evaluation skills; 5) preparing evaluation plans and appraising programs planned; 6) conducting external monitoring which resulted in interim and summative evaluative reports; 7) assisting with development of forms for documentation and monitoring procedures; 8) assisting in modifying and/or reorganizing program; 9) conducting invitational workshops for persons external to Chattanooga Public Schools; and 10) developing and preparing materials relative to evaluation and needs assessment procedures.

Evaluation Strategy

The evaluation strategy employed performance and process evaluations. Specifically, external monitoring and summary reports were used to document the attainment of goals.

Evaluation Findings

Findings indicate the project was effective. The professional staff acquired a relatively high degree of competency in evaluation skills. Several programs were reorganized based on the evaluation sequence design and procedures. While the needs assessment was not completed in its entirety, this objective was reasonably certain to have been attained during the 1973-74 project year.

Cost: $144,853 for 1972-73

Contact Person

Dr. John W. Schaerer
Chattanooga Public Schools
3100 Rossville Boulevard
Chattanooga, Tennessee 37407

(615) 821-2513, ext. 67

Major Descriptors

Evaluation
Professional personnel
Professional training
Staff improvement

Minor Descriptors

Elementary school students
Information dissemination
Secondary school students
Student needs

A COOPERATIVE PROGRAM FOR GUIDANCE AND COUNSELING

Rogers Parent Education Research Center
Rogers Public Schools
Rogers, Arkansas

Overview

The Rogers community mounted *A Cooperative Program For Guidance and Counseling* which intensively involved parents. The functional linkage between teacher and parent had a strongly favorable influence upon the instructional outcomes for the students involved.

Target Population

The program focused its activities upon the parents, counselors, and teachers of certain students in grades one through eight. The target students were those in the lower quartile along with a small group of upper quartile students.

Major Purpose and Objectives

The major purpose of this program was to determine whether working with parents and teachers would affect the attitude toward school of the teachers, parents, and students. The program would also measure whether or not achievement was affected when homes were visited and teachers planned to see whether the attendance of parents in the counseling sessions would affect the achievement of the pupils.

Activities

The basic activity of the project was the active involvement of parents in the educational experience provided by the school community. These activities centered around reducing frustration, maladjustment, and similar impediments to learning. Seminars and workshops in which teachers, parents, and counselors participated were used to develop mutual understanding of the roles which interplay in support of a child's learning, and, most importantly, to understand when and how a child is impeded in learning progress. Counseling sessions were also used with the target students. Home visitation was an integral activity.

Evaluation Strategy

The Metropolitan Achievement Test was administered in September and in May to all students. The School Sentiment Index was administered in a pre- and post-test, to all students in grades seven and eight. The Semantic Differential used with all groups, the Test of Cliches with all parents and teachers, and the Rosenweig Picture Frustration Test with parents, teachers and grades three and five, target and control.

Evaluation Findings

In every target classroom, those pupils whose parents attended the counseling sessions achieved more than those who did not attend. Tests of parents and teachers verified that desired change had occurred.

Cost: $45,887 for 1972-73

Contact Person

Mr. J. Mathias
220 South 5th Street
Rogers, Arkansas 72956

Major Descriptors

Counseling
Educational counseling
Parent attitudes
Parent participation
Student attitudes
Teacher attitudes
Underachievers

Minor Descriptors

Elementary school students

DECREASING DROPOUTS THROUGH ACHIEVEMENT MOTIVATION
Rockford, Illinois

Overview

Decreasing Dropouts Through Achievement Motivation provided students with teacher-led homeroom discussions dealing with adolescent development. This program assisted students in learning about themselves and analyzing their capabilities for achieving success both in school and in their daily lives. It was based upon the belief that a student willing to strive for personal success would not drop out of school.

Target Population

The entire 2,250 students in Harlem Middle Schools constituted the target population of the program.

Major Purpose and Objectives

This program was designed to create a method of helping students discover themselves, define their own roles early in adolescence and develop the self-confidence necessary to establish meaningful personal goals. Major objectives included: 1) counteracting negative feelings by encouraging students to become more aware of their own feelings, thoughts, and behavior; 2) encouraging increased skill in interpersonal communications between adolescents and adults; 3) promoting strategies for student selection and accomplishment of goals; and 4) developing an understanding of the necessity for a balanced and disciplined education.

Activities

The program activities centered around discussions held during the homeroom period. On alternate days, each student participated in a group discussion with 15 fellow students and a teacher. Specific topics relating to adolescent concerns were discussed.

The discussions were facilitated by teachers trained in workshops prior to the opening of school. Throughout the year, in-service workshops were conducted to assist teachers in learning future discussions. The teachers' roles included: giving encouragement, allowing everyone a turn to participate and be listened to, and deepening the insight of the discussion.

Evaluation Strategy

Evaluation of the project was made through pre- and post-tests administered to a random sample of participants. Several standardized tests were used: the Stanford Achievement Test, the California Test of Personality, and the Minnesota Teacher Attitude Inventory.

Data on attendance, tardiness, drop-out, suspension, and expulsion were available for successive years. The level of student participation in various activities was similarly recorded. These were factors over which the students had day-to-day control. In these areas, therefore, comparison of current data with the data of previous years created an indicator of the project's impact on the students' daily lives.

Evaluation Findings

The project was most successful in the areas of student participation and teacher morale. While evaluation results in the areas of personality traits and academic achievement include no negative findings of significance, evaluation in these areas was thought to require more time. A full evaluation was scheduled after the 1973-74 school year.

Cost: $145,000 for 1972-73

Contact Person

Wayne Musholt, Director
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Rockford, Illinois 61111

Major Descriptors	Minor Descriptors
Behavior change	Attendance
Dropouts	In-service education
Self-concept	Secondary school students
Self-motivation	

DIFFERENTIATING STAFF TO PERSONALIZE A SCHOOL
Havelock Junior High School
Havelock, North Carolina

Overview

The project was designed to utilize the time, talents, and interests of professionals, paraprofessionals, and community resources to develop individual potentialities of all students. Salaries of the staff were made commensurate with the level of competency, training, and responsibility.

Target Population

The Havelock Junior High School student body composed of seventh, eighth, and ninth grade pupils and the staff of the school comprised the target population.

Major Purpose and Objectives

The project aimed at developing the knowledge and skills needed in an organizational pattern that would provide for the maximum utilization of the competencies and interests of administrators, teachers, paraprofessionals, and community resources in a personalized program of instruction. An additional purpose was to elevate the achievement level of students, and to develop in students and staff a positive attitude toward school.

Activities

A program advisory council was formed and plans were made to improve the staff by: 1) participation in workshops; 2) use of visiting consultants who defined the roles and study techniques; 3) development of materials for individualized instruction; 4) visits to outstanding differentiated programs; 5) development of a 20-week high-interest exploratory course using volunteers; 6) expansion of the parent volunteer program; and 7) correlation of academic, career and special interest activities using team classrooms, resource centers, and vocational laboratories.

Evaluation Strategy

A continuing procedure for evaluation was the internal examination by administrators, professionals, and the advisory council. Contract evaluators and and Title III consultant evaluators were also utilized.

Evaluation Findings

Implementation was underway for the intended organizational structure. Methods for personalized instruction were in use. Achievement and interest of students had improved. The differentiated staffing pattern provided a career ladder for professionals and paraprofessionals.

Cost: $268,000 for 1972-73

Contact Person

Mr. G. James
Director
P O Box 156
Havelock, North Carolina   28532

(919) 447-1131

Major Descriptors

- Community resources
- Differentiated staffs
- Staff utilization

Minor Descriptors

- Individualized instruction
- Parent participation
- Paraprofessional school personnel
- Secondary school students
- Volunteers

ELEMENTARY COUNSELING, GUIDANCE AND TESTING
Lafayette School Corporation
Lafayette, Indiana

Overview

The Lafayette *Elementary Counseling, Guidance and Testing* program had as its prime focus the development of two comprehensive guidance programs, one at the Washington Elementary School and one at the Miller Elementary School. Specific experimental objectives and activities were set up at each school to compare practices and modify those that did not meet the objectives.

Target Population

The initial target population involved 604 pupils from the inner city, a low income area, who demonstrated atypical behavior or non-achievement. As the program progressed, many more children, parents, and school personnel were served.

Major Purpose and Objectives

The major purpose of this program was to encourage teachers and counselors to coordinate their efforts in assisting students. Several project objectives were to: 1) have a continuing orientation program for staff, students, and parents; 2) consult individuals or small groups on a self-referral basis; 3) list all children in the primary grades who display intellectual, social or personal behavior symptoms that might be atypical; 4) provide counseling for these children and their parents when needed; 5) have the guidance counselor act as liaison between the school and the community; and 6) secure and maintain adequate records for evaluation.

Activities

At the Washington School, individual counseling was provided for each new pupil and a written feed-back sent to the teacher. In addition, a home visit was made to the new families. Teachers sent additional students with atypical behavior to the counselors, while students whose behavior patterns were regarded as typical were allowed to refer themselves to the counselors. Counselors developed their liaison role with the community by conferences with the Lafayette Welfare Department Youth Service Bureau and child psychologists.

At the Miller School, counselors provided orientation to the staff as a component of the guidance program. One of the most useful methods of orientation proved to be the one-to-one conferences held frequently throughout the year. Counselors visited kindergarten through grade three classes to acquaint students with the services provided by the program. In the third garde, discussion groups were initiated on a small-group basis. These counselors also extended community liaison activities with community agencies and kept a record of all significant activities in the form of a diary for later evaluation purposes.

Evaluation Strategy

Washington School counselors conducted classroom activities twice a week and in some cases daily. Those students who received daily attention developed better working relationships and had a better carry-over rate. At the Miller School the counselors held lessons on a once-a-week basis and reported an ineffective carry-over rate. The director used the programs at Miller and Washington as pilots for 1972-73. The evaluation secured from the counselors, teachers, parents and the Title III evaluation team was used to design a format for a more complete guidance service in Lafayette.

Evaluation Findings

It was found that guidance is needed by most children in the elementary school in some form and that through teacher-counselor cooperation, children with atypical behavior could be helped at a very early age. The program itself was still under development and was scheduled to be more completely evaluated in 1972-73. The Director noted that student behavior was improved and that the need for continuous parent contact was realized. Working methods of involving parents in the evaluation of their children's behavior were being developed.

Cost: $10,874 for 1971-72

Contact Person

Mr. Leonard W. Smith
9th and Brown
Lafayette, Indiana 47904

Major Descriptors	Minor Descriptors
Economically disadvantaged	Behavior change
Guidance counseling	Elementary school students
Parent participation	Testing
Underachievers	

ELEMENTARY SCHOOL GUIDANCE COUNSELING PROJECT
Cabarrus County Schools
Concord, North Carolina

Overview

The *Elementary School Guidance Counseling Project* was guided by three goals. These were to: 1) increase the supply of guidance counselors in North Carolina, 2) provide guidance services in such a satisfactory manner that the program would be permanently adopted, and 3) provide children with systematic guidance and counseling services with the aim of preventing and/or alleviating educational and emotional difficulties.

Target Population

The program was directed toward the elementary school population, grades one through eight, in four schools in Cabarrus County, Concord and Kannapolis.

Major Purpose and Objectives

The major objectives of the project were to ensure that: 1) the teachers and principals in the elementary schools that had a full-time counselor would exhibit a greater positive change in their rating of importance than would teachers and principals in the elementary schools not having a full-time counselor; 2) an awareness regarding the importance of school for careers would be greater in May 1973 than in September 1972 for students, grades four through six, in schools having counselors; 3) the elementary school children having full-time counselors would show a more positive school adjustment in May 1973 than in September 1972; and 4) the elementary school guidance trainees who have had the assistance of local guidance counselors would feel more adequately prepared at the end of their internship than trainees who had not.

Activities

Four full-time trained elementary guidance counselors were placed in centrally located schools in the target areas. They served not only as counselors, but also as consultants for 13 students serving a year-long internship in elementary guidance counseling. Both the counselors and trainees organized and conducted a guidance counseling program in the elementary schools in which they had been placed that would accomplish the objectives of the program.

Evaluation Strategy

To evaluate the success of the program, in-house developed program rating scales, career education awareness scales, self-concept scales and questionnaires were administered on a pre- and post-test basis.

Evaluation Findings

The evaluation data indicated that objective number one was attained by principals and teachers. There were statistically significant gains made during the year on the degree of awareness about careers for fifth and sixth grade students.

On the self-concept interview schedule, there was no significant difference between pre- and post-test results.

It was found that while the trainees program was working well, many of the trainees felt that their college course work had not adequately prepared them for such an experience.

Cost: $60,960 for 1972-73

Contact Person

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Concord, North Carolina

(704) 786-6191

Major Descriptors

Career education
Elementary school counseling
Guidance counseling

Minor Descriptors

Counseling programs
Counselors
Elementary school students
Guidance services
Internship programs

EXEMPLARY COOPERATIVE EDUCATION PROGRAM FOR THE DEVELOPMENT OF OCCUPATIONAL SKILLS WORK HABITS AND ATTITUDES

Canyon School District #139
Caldwell, Idaho

Overview

The *Exemplary Cooperative Education Program* was designed to serve seven rural school districts as a dynamic, relevant, and effective model for vocational education in Idaho, using a career development approach. A basic function was the orienting of elementary and secondary level students to the wide range of work opportunities available. Along with improved vocational skill training, intensive occupational guidance, and initial placement service were provided.

Target Population

All students (grades one through twelve).

Major Purpose and Objectives

The program's basic objectives were to: 1) establish an effective pupil personnel service with the basic function of orienting students to the wide range of work opportunities available; 2) strengthen and extend vocational education opportunities in the local area; 3) encourage students at any age or without previous experience to enter occupational education program; 4) provide intensive and specific job entry training just prior to graduation; and 5) provide intensive occupational guidance, counseling and initial placement services for those individuals about to leave and/or who have left school.

Activities

Orientation meetings were held with the school superintendents, counselors, and teachers on an individual basis and in groups. The Kuder Preference Test and the General Aptitude Test Battery were given to students. A working relationship was established with the Department of Employment personnel. The staff developed workshops for professional improvement of vocational personnel. In-service training for the local counselors and teachers was conducted to orient the teachers to the accompanying instructional units on choosing a career. A work experience program was implemented. Skills classes in auto tune-up, office skills, hospital occupations, auto mechanics, and industrial mechanics were made available to the students. High school career development lesson plans were developed and used by local teachers.

Evaluation Strategy

The evaluation of this program in terms of the objectives was primarily a process evaluation. The evaluation team compared the breakdown of activities under the objectives with what had actually taken place during the project year. The General Aptitude Test Battery and the Kuder Preference Test were used.

Evaluation Findings

All elementary teachers attended in-service training sessions. All students received guidance services individually and/or in groups. Program services expanded at a rapid rate. Educators and the community as well supported this exemplary program. Great success was achieved with the students, especially on the junior high school level.

Cost: $172,000 for 1972-73

Contact Person

Floyd M. Merrill
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Route 8
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Caldwell, Idaho

Major Descriptors

- Career education
- Career opportunities
- Vocational education

Minor Descriptors

- Elementary school students
- Inservice education
- Job skills
- Professional training
- Rural school systems
- Secondary school students
- Work experience programs

FACILITATING LEARNING THROUGH SYSTEM MODIFICATION
Cape Girardeau Public School District 63
Cape Girardeau, Missouri

Overview

The Cape Girardeau Public School District changed from a two-semester system, consisting of 90 days each semester, to a three-semester system, consisting of 60 days each. It also introduced a modular scheduling plan. The Trimester/Modular Scheduling Plan met the specific need for longer time-blocks in which to teach effectively the investigation-centered science programs. It also met the general need for scheduling units which could vary to effectively accommodate individualized instruction.

Target Population

The general student population of grades 10-12 was served by the program. Adequate provisions were made for students in vocational education and special education. The trainable mentally retarded were also able to benefit. In 1972-73, a total of 1,250 students participated.

Major Purpose and Objectives

The Cape Girardeau schools sought to modify the school calendar and system for scheduling class units to improve learning achievement. The modification was to accomplish the following objectives: 1) to provide for some class units of at least two hours duration, 2) to permit class-time units which could suit the specific demand of various courses, and 3) to reduce the number of courses in which a student might concurrently enroll without reducing curricular requirements.

Activities

The previous scheduling system was a two-semester calendar with daily class periods of equal length. *Facilitating Learning Through System Modification* developed a system of three semesters and daily class periods of variable length. The advantages of many curricular strategies were more fully realized using the new system. Longer blocks of classes were available for investigation-centered science courses and for field trips. The increased ease of scheduling trips made many community resources available without encroaching upon class time of other courses. Using the longer class periods, students were able to complete two-semester courses in one trisemester. Students used available class periods which were shorter than traditional class periods for independent study, group projects, supplemental and specialized studies, and for courses designed for the briefer periods. Some of the supplemental studies included the use of visual and auditory media. The flexibility of the system was used to increase the effectiveness of individualized curriculum and methods. All curricular areas were served.

Evaluation Strategy

The evaluation strategy was three-part: 1) comparison of achievement scores before and after the system had operated; 2) opinions of students, parents, and teachers; and 3) the Title III Evaluation Team.

Evaluation Findings

The students favored the Trisemester Plan over the traditional plan by four to one. The plan was favored by a majority of teachers, and the parents were evenly divided in the scheduling preference. Academic achievement improved in 18 of 21 comparisons.

Cost: $170,000 for 1972-73

Contact Person

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205 Arnthers
Cape Girardeau, Missouri 63701

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Major Descriptors

Flexible scheduling
Individualized instruction
Schedule modules

Minor Descriptors

Secondary school students

INTERDISCIPLINARY PROJECT IN CLASSROOM INTERVENTION
Seattle, Washington

Overview

This project was designed to help teachers learn effective techniques of classroom management and individualized instruction. The program was conducted through referral of individual students to a new "intervention classroom" for special help under a highly skilled instructor, and by developing procedures to assist teachers in managing entire classrooms. The special approach in the project is that counselors, psychologists, and social workers - rather than representing different disciplines - share common goals and needs in order to develop common skills to effectively help students and teachers.

Target Population

The project was launched at Bailey Gatzert, an inner city, minority populated school with an enrollment of 650 students and 35 faculty. All were eligible to participate. The project was aimed at remedial readers and math students, gifted students, students with behavior problems and those needing psychological or counseling help. During the 1972-73 school year, 15 teachers participated.

Major Purpose and Objectives

Major emphasis was placed on the following: individualized instruction for determining skill levels in reading and math with students progressing at their own rate; implementation of a continuous measurement system for student progress; and individualized schedules of reward for each student. The project demonstrated different uses of behavior modification, with goals of increased motivation, better social cooperation, and a decline in disruptive behaviors, truancy and tardiness. It also helped students to perceive themselves and school as fun, rewarding, and fair.

Activities

Serving as the major focal point of the project was a classroom called the Intervention Center, in which a referred student spent a maximum of ten weeks. Acceptance of a student could occur only after a performance contract was established. This contract served several purposes. It provided a specific definition of the problem; established a measurement system; and identified responsibilities of teacher, student and student service worker. If the contracted criteria were not met, the center would consider a second referral, and renegotiate a new contract. If the program was effective for a particular student, the referring teacher was trained at the Center to implement the program in the originating classroom. The contract specified that the individualized procedures be utilized as long as the student remained in the Intervention Center. Thus, the structure of the program was designed to get teachers to modify their own behavior.

Evaluation Strategy

A variety of instruments were utilized: Stanford Diagnostic Reading Test, Wide Range Achievement Test, Boehm Test of Basic Concepts, and Harris Self-Concept. Data collection on student progress was taken daily.

Evaluation Findings

Eighty-nine per cent (89%) of project students made significant reading gains; special and educable students made a 0.7 grade increase compared to a 0.5 normative expectation. Truancy and tardiness were reduced in 33 chronic non-attenders. An unanticipated finding was that self-concept results indicated poor self-concept is not a problem of this inner-city, minority population.

Cost: $110,000 for 1972-73

Contact Person

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Seattle, Washington 98144

(206) 587-6371

Major Descriptors

Professional training
Mathematics
Reading

Minor Descriptors

Elementary school students
Individualized instruction
Instructional design
Reading development
Special education

LIAISON INFORMATION FOLLOW-UP FOR EDUCATION
Office of Youth Development
Raleigh, North Carolina

Overview

The North Carolina Office of Youth Development operated eight schools for delinquent children under the age of 18. When these youngsters returned to their homes, they often experienced a failure to adjust to the community, and particularly to the public schools. The *Liaison Information Follow-up for Education* project established better cooperation and communication between the Youth Development (YD) Schools and the North Carolina Public Schools, to ease the problems of these returning students.

Target Population

All students under sixteen years of age who were released from a YD school. rade levels included fourth through tenth grades. Six liaison counselors provided services to the students.

Major Purpose and Objectives

The project provided personal assistance to young people, and professional information and cooperation to the public schools in planning the integration of the delinquent youth into the school system.

Activities

The counselor's service was generally divided into three phases: 1) before the release from a YD school, 2) after return to the home community, and 3) follow-up services. Before release, the counselors attended release committee meetings, counseled students and notified the local education agency, which then notified the appropriate public school. The counselor also communicated with the court representatives or social service persons responsible for the students. This cooperation continued after the release of the student. Counselors visited the public schools and conferred with principals, teachers and pupils. A special effort was made to aid students to take courses which they could realistically handle. Follow-up activities included obtaining information on student progress and revisiting school staff and students at home or school.

In addition to these direct services, the Liaison project staff members sponsored workshops involving representatives of the YD schools and public schools. There were many recommendations resulting from the workshops to: 1) place guidance counselors in elementary schools, 2) provide career education in elementary schools, and 3) improve teamwork involving parents, courts, and social services at the time of readmission to a public school.

Evaluation Strategy

Evaluation methods included: 1) questionnaires to school personnel and to the target population, and 2) comparison of an experimental group of 15-year olds with a pre-project group of students of the same age.

Evaluation Findings

There was an increase in school attendance from 47% to 64% and a decrease in failure to enroll from 13% to 6%. Within the first six months of operation the project achieved many benefits. Among them: 1) increased understanding by court welfare officials and public school staff of services provided in the YD schools, 2) a sense of support from community agencies, 3) a decrease in fragmentation of services, and 4) follow-up information for possible research purposes.

Cost: $84,000 for 1972-73

Contact Person

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Raleigh, North Carolina 27602

(919) 829-3011

Major Descriptors	Minor Descriptors
Counseling	Career education
Delinquent rehabilitation	Corrective institutions
Police-school relationship	Educational counseling
School orientation	Elementary school students
Social integration	Secondary school students

PROJECT HEART AND SOUL
Guilford County Schools
Greensboro, North Carolina

Overview

Project HEART and SOUL (Humanistic Educational Approach to Relationships and Teaching, and Self, Other, Understanding and Love) offered solutions to unique problems caused by the sudden movement of children from the cities of High Point and Greensboro to housing developments in the rural areas of Guilford County. This movement resulted in new and different integration problems, community disorganization, and communication gaps. Primarily these gaps were between the newly formed communities and established communities, between previously enrolled students and new students, and between school personnel and students.

The needs of the community were assessed by a group of principals, teachers, central office personnel, parents and students. This study group concluded that the divergent value systems existing in the school community, unless dealt with adequately, would reduce the quality of learning in the community. It was concluded that divergent values had to be dealt with, accepted and respected. *Project HEART and SOUL* evolved from this statement of community needs.

Target Population

The project functioned in eight experimental schools in Guilford County and involved all students in the first through sixth grades. There were 3,626 participants during the 1972-73 school year.

Major Purpose and Objectives

The major objectives were to: 1) have teachers demonstrate a positive attitude toward the philosophy of the project, 2) help students attain a more positive self-concept, 3) help students develop a more positive relationship with the group, 4) help students develop a more positive attitude toward learning, 5) correlate career awareness with the social studies units, and 6) make 50% of the community aware of the project and its implications.

Activities

The project provided for teachers' continuous in-service training in groups and classroom guidance techniques. The training included group guidance approaches for the classroom, behavioral modification through positive reinforcement, and creative approaches to normal learning difficulties. The creative approaches took advantage of games, music, art, laboratories, and role playing.

Career education was correlated with the social studies program through the use of films, tapes, trips, speakers and games. Community awareness was realized through planning sessions, PTA meetings, informal meetings, and monthly newsletters.

Evaluation Strategy

Both descriptive (objectives 1, 4 and 5) and quasi-experimental (objectives 2 and 3) methodologies were utilized in the evaluation. Descriptive methodology consisted of sampling and survey analysis as well as observational data collected on the process of staff activity. Experimental methodology consisted of a Campbell and Stanley Sample Pre-test and Post-test Design, replicated over three periods. Statistical analysis utilized both appropriate parametric and non-parametric procedures.

Evaluation Findings

Measurable and significant effects of the project have been demonstrated for objectives 1, 2, 3 and 6. The data indicate that teachers rate the process of the project positively; for the third through sixth grades, the objectives evaluated by test data were met successfully. The collection of evaluation data on the remaining objectives has been scheduled.

Cost: $77,637 for 1972-73

Contact Person

Mrs. Ruth E. Smith
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Guilford County Schools
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Greensboro, North Carolina

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Major Descriptors

Peer relationship
Population trends
Social integration
Student-teacher relationship

Minor Descriptors

Career education
Community attitudes
Social studies
Self-concept
Elementary school students

PROJECT IN CAREER EDUCATION
Norwalk Public Schools
Norwalk, Connecticut

Overview

This research and development project focused on establishing a meaningful, comprehensive, well-developed program in Career Education in selected schools on a pilot basis. The program was offered at all grade levels with a strong guidance component included in grades six through twelve. The project received its original impetus from and operated with the continuous consultative services of the State Division of Vocational Education.

Target Population

Three elementary schools, two middle schools and one high school were selected for the project. The elementary schools fed into the two middle schools, which in turn fed into the high school. The students of the remaining schools were used as the control group. The school system in 1972-73 included 17,283 students. Of this total, 18% were black and 4% were Spanish-speaking.

Major Purpose and Objectives

The *Project in Career Education* sought to help students to: 1) develop a positive self-concept appreciating their capabilities and their career potentials; 2) understand the world of work; 3) explore and analyze occupational clusters, specific jobs, and job requirements; 4) explore and formulate tentative career choices; and 5) plan wisely for other careers and obtain appropriate placement in high school, a job or a post-secondary occupational or baccalaureate program.

Activities

Services were provided in four components: the guidance and counseling component, and the elementary school, middle school, and high school components. The guidance and counseling component provided students with individual group consultation. It also provided in-service education to counselors and teachers. At the elementary school level, students were given an orientation to the broad range of options open to them in their community and in the general world of work. Middle school students began to explore curricular options appropriate to various career clusters. The high school component provided real exposure to work using cooperative education opportunities for all students.

Evaluation Strategy

The evaluative research was conducted by a team from the Institute of Field Studies, Teachers College, Columbia University. The measurement procedures employed were criterion-referenced, formative, summative and group comparison evaluations. Each of the two evaluation team members visited the Norwalk project schools and the career education office on twelve different occasions during the 1972-73 project year. Participant observation methods used were document analysis, structured interviews and classroom resource center observations. The Career Development Inventory was administered to 358 high school students. Quantitative measurements were taken to ascertain student achievement of behavioral objectives at the middle and elementary school levels.

Evaluation Findings

The Norwalk *Project in Career Education* achieved its basic goals. At the elementary and middle school levels, the experience enabled the career education staff to select several comprehensive career education goals appropriate to Norwalk school children. The career development program at the high school level was successful in the sense that there was a statistically higher level of functioning with respect to vocational maturity as measured by the Career Development Inventory. The community enthusiastically supported the career development effort and piloted strategies were instituted throughout the district.

Cost: $98,341 for 1972-73

Contact Person

Forrest E. Parker
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Norwalk Board of Education
105 Main Street
Norwalk, Connecticut 06851

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Major Descriptors

Career planning
Community involvement
Vocational counseling

Minor Descriptors

State Departments of Education
Work experience programs

PROJECT REACH
District #118
Belleville, Illinois

Overview

Project REACH was designed as a comprehensive program combining psychological counseling, health, social work, and language skills. The project benefited preschool through second grade children, their parents, and their teachers. The project included assessment of all pre-kindergarten children to determine their needs in the affective, psychomotor, and cognitive domains, and utilized prescriptive teaching strategies in providing a variety of educational experiences, including concentration upon the "Right to Read" program.

Target Population

The target group included preschool through second grade children, their parents, and their teachers. A total of 600 participants have been involved in the project in public and non-public school settings.

Major Purpose and Objectives

The primary purpose of the project was to provide an early intervention program which would help children prepare for successes in the classroom situation. Specific objectives were established from which program activities could be developed. It was felt that children involved in Project REACH should be able to: 1) achieve a significantly higher degree of readiness in the cognitive domain; 2) demonstrate a significantly greater gain in psychomotor skills; 3) show significantly higher gains in their self-concept; 4) show significant improvement in the area of social adjustment; and 5) through prescriptive teaching, find appropriate placement in the school system.

Activities

The project was implemented utilizing the team approach. The team consisted of a psychologist, guidance counselor, language development specialist, psychomotor specialist, nurse, social worker, teacher, and interns. The major areas of emphasis were language development, psychomotor skills, self-concept, and social adjustment.

Each project child was provided an opportunity to take part in the Early Childhood Education Center activities once a week. During this period of time, the staff worked with the child in the areas of greatest need as identified in the assessment. In addition, the staff worked with each child in the classroom once a week, and at the same time, assigned the teacher to implement project activities.

Visits to students' homes were made throughout the year to assist parents in helping their children. Home visits were coupled with a series of parent education programs conducted at the Center. In-service education programs for project teachers were conducted to upgrade their skills in working with the individual children.

Evaluation Strategy

Four experimental schools and three control schools were used for the 1972-73 evaluation. Students were tested at the beginning of the project using the Bowers Modified Perceptual Motor Survey (Bowers), the Wechsler Pre-School and Primary Scale of Intelligence (WPPSI), the Belleville Self-Concept Test, the Belleville Socialization Test and Stanford Early School Achievement Test. The results of these tests indicated that the children in the two groups could not be distinguished in the areas of affective, psychomotor, or cognitive domains. These same tests, with the exception of the Stanford Test, were administered again in April 1973.

Evaluation Findings

Results of the WPPSI indicated that project participants had a significantly highe degree of readiness as compared to the control group. The Bower test showed that the experimental group was significantly better than the control group in the area of psychomotor skills. Results from the two Belleville tests were inconclusive. Experimental group children on the average did score higher on the self-concept test than the control group, but the difference was not statistically significant. The socialization test is being refined.

Cost: $171,597 for 1972-73

Contact Person

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Belleville, Illinois 62221

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Major Descriptors

- Basic skills
- Diagnostic teaching
- Learning readiness
- Self-concept

Minor Descriptors

- Elementary school students
- Cognitive development
- Individualized instruction

RESEARCH AND RESOURCE CENTER

Indianapolis Public Schools
Middle School Center
Indianapolis, Indiana

Overview

The *Research and Resource Center* was set up to meet the need for a central location for dealing with middle school problems.

Target Population

The target population consisted of 153,450 middle school pupils and 6,142 teachers.

Major Purpose and Objectives

The main purpose of the center was to be a clearinghouse for new projects, literature and visual aid materials, and to collect from and exchange ideas among educators. Other objectives were to: 1) provide learning experiences to enhance the pupils' skills, interests, attitudes and ideals and lead to improved pupil behavior; 2) lead pupils to explore their special interests, and assist them in making intelligent decisions about their educational opportunities; 3) provide educational opportunities suited to the various backgrounds, interests and abilities of the students; 4) provide a gradual transition from pre-adolescent education to a program suited to meet the needs of adolescent pupils; and 5) meet the needs of other middle schools through dissemination of materials.

Activities

The center personnel developed a curriculum guide designed to improve teaching methods in the middle school. Materials were gathered, organized and disseminated to reach the objectives set up for students. Materials concerning attitudes and behavioral responsibilities were brought from the center to the classrooms. Counseling and guidance materials were provided to enlighten the pupils about educational opportunities. Teaching of children who had different backgrounds and interests was accomplished by field trips and challenging materials. Audio-visual materials helped the children to understand themselves and the process of growing up. Workshops, seminars and meetings where ideas were exchanged and formulated were vehicles for dissemination of materials.

Evaluation Strategy

Constant evaluation by the center personnel consultants and participating teachers was included in the center's operation. The center was also evaluated by personnel from the office of ESEA Title III.

Evaluation Findings

The development of teaching techniques and the curriculum indicate a high degree of satisfaction with all components of the center. The report on pupil growth and community awareness was most promising.

Cost: $33,585 for 1972-73

Contact Person

Robert M. Malinka
Project Director
Indianapolis Public Schools
Clark Pleasant Junior High
US Highway 31
North Whiteland, Indiana 56184

Major Descriptors

Guidance
Information dissemination
Instructional materials
Resource centers
Workshops

Minor Descriptors

Clearinghouses
Curriculum guides
Guidance counseling
Secondary school students

SCHOOL INFORMATION SYSTEM
Cincinnati Public Schools
Cincinnati, Ohio

Overview

The Cincinnati Public Schools recognized the problem of the growing information needs of administrators and principals who work in a large school system. In the traditional setting, the school system is often unable to provide information in an efficient, systematic manner. Therefore, the *School Information System (SIS)* was developed and implemented.

Target Population

The target group for the program included the school principals and other top administrative staff members in the Cincinnati Public Schools.

Major Purpose and Objectives

The purpose of this project was to provide decision makers with relevant, timely, reliable and valid information in an understandable manner. The objectives of the program were to: 1) develop a management information model using system concepts, 2) develop a data bank on school unit variables which are most likely to influence the operation of the Cincinnati Public Schools, 3) develop the bank in a longitudinal fashion in order to study and project trends, 4) analyze data for descriptiveness and prediction of school output, 5) report data and information meaningfully to decision makers, and 6) provide in-service training to decision makers for effective utilization of the system.

Activities

This information system used computer and data processing hardware to collect data and produce reports for dissemination to school administrators. Each year principals and other administrators were questioned as to their needs so that SIS could contain and give relevant material. Virtually every office within the school system provided the data located in SIS. In addition, much data were collected from outside agencies.

The system produced nine major output reports on an annual basis. Each report was sent to the school principal and yielded data on that particular school.

Evaluation Strategy

The assumption was made that the best evaluators of the *School Information System* were the users themselves. Since the school principals were the major user population, they were asked to respond to several questions on an anonymous survey. They were asked how well they understood the SIS reports, with what frequency they used the reports, the types of use they made of the reports, and what interested them most in the reports.

Evaluation Findings

The results from the questionnaire were very positive. The great majority of school principals responded that they understood the reports rather well and that they used the reports on a monthly basis. A few indicated that they used the reports more frequently. The types of uses they made of the reports included needs assessment, goal development, problem identification, and program evaluation. They were most interested in the data provided by teacher and parent surveys. The School Information System has accomplished the objectives of the project and plans have been made to expand its capabilities.

Cost: $80,000 for 1972-73

Contact Person

Bernard B. Barbadora
Project Manager
230 East Ninth Street
Cincinnati, Ohio 45202

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Major Descriptors

Data bases
Decision making
Information dissemination
Professional training

Minor Descriptors

Administrative personnel
In-service education
Management information systems

STAFF DEVELOPMENT
State Department of Public Instruction
Raleigh, North Carolina

Overview

Staff development became a national concern in America and challenged administrators and teachers to better prepare the youth to relate to the rapid changes in their lives. The need for such a program was assessed by State Department personnel, administrators, teachers, knowledgeable lay people and other consultants. The State Education Agency set up state-wide staff development guidelines, but allowed for special needs in certain communities.

Target Population

All school personnel and staff were involved in the developmental staff program.

Major Purpose and Objectives

The purpose of the *Staff Development* program included those planned experiences designed for in-service growth for all personnel in public school education to: 1) aid the recruitment, orientation, on-the-job training, retraining and development of all personnel; 3) provide regional educational renewal centers and complexes; 4) search for newer approaches and more effective vehicles for staff development; and 5) determine appropriate programs for teacher preparation which would improve instruction.

Activities

Program activities included: development of a career ladder concept to establish leadership through experiences and internship programs; provision for basic information in such extra programs as drug abuse, understanding minorities, environmental education, understanding the free enterprise system, and human relations through consultant services and prescribed courses; assistance to teachers in multi-age team teaching in creating materials for enhancing the basic skills.

Evaluation Strategy

An in-depth evaluation of selected phases of the program was carried out by the State Education Agency. Other strategies consisted of statistical reports and feed back summaries. School visits were made by the evaluators.

Evaluation Findings

The Staff Development Program proved to be of exceptional positive value. This was confirmed by school visits, written summaries emphasizing the professional growth of teachers, and new courses needed for students today. The State Education Agency verified that there were positive advantages to this program. Paid in-service training, credit for travel and summer courses lifted the morale of the teachers.

Cost: $645,270 for 1972-73

Contact Person

J. Valsame
State Department of Public Instruction
Raleigh, North Carolina 27602

Major Descriptors

Inservice education
Internship programs
Staff improvement
State Departments of Education
Statewide planning

Minor Descriptors

Elementary school students
Secondary school students

VOLUNTEER AIDE PROGRAM
University City, Missouri

Overview

The school district of University City has utilized the capabilities of volunteer teacher aides for several years. It was not until the 1971-72 school year that the *Volunteer Aide Program* had a formal district-wide organization. Citizens of all ages were recruited from University City and neighboring communities to provide assistance in all phases of school and classroom activities.

Target Population

The 1972-73 program involved twelve schools, elementary through high school, and 400 volunteers. The Volunteer Aide Program particularly focuses on those students requiring individual attention.

Major Purpose and Objectives

The purpose of the project was to recruit teacher aides for schools in the district; to train them in specific areas of classroom assistance; and to provide a means for central coordination of the program.

Activities

Volunteers performed a variety of tasks. They tutored individual pupils in skills such as reading, writing, and mathematics; and they assisted in subject matter areas, such as Black studies, English, music, art, and science. In addition to classroom activities, volunteers chaperoned field trips, worked in libraries and media labs, provided clerical help, and assisted with recreational activities. One group of volunteers served as resource people, who presented lectures, films, slides and demonstrations for classrooms.

As nearly as possible, volunteers' skills and talents were matched with the specific needs of school, by means of the application procedures utilized. Skills were developed and up-graded through in-service training sessions offered throughout the school year. The workshops specialized in such areas as elementary and secondary reading, child development, mathematics and music. These workshops, in addition, provided time to discuss problems and provided a means for continued cohesion of the volunteer organization.

Evaluation Strategy

Volunteers responded to a workshop effect instrument and a role perception instrument. Teachers and principals also responded to the latter instrument. The workshop effect evaluation allowed volunteers to rate their own knowledge and skills gained in various areas of the workshops. The role perception instrument was designed to assess the attitudes of teachers, principals, and volunteers concerning the function of the teacher aides. A pre- and post-test design was utilized.

Evaluation Findings

The recruitment effort was effective. Four hundred volunteers participated contributing 1,000 hours per week. Training of volunteers was also effective. The data from the workshop effect instrument showed, on the average, some increase in knowledge and skill levels as perceived by the participants. The role perception data indicated no great discrepancies between the participants. None of the groups had strong biases toward instructional, as opposed to clerical or supervisory, activities.

Cost: $8,500 for 1972-73

Contact Person

Dr. Glenys G. Unruh
Assistant Superintendent for Curriculum and Instruction
725 Kingsland Avenue
University City, Missouri 63130

(314) 727-1070, ext. 227, 228

Major Descriptors

Basic skills
Teacher aides
Tutoring
Volunteers

Minor Descriptors

Elementary school students
Field trips
Mathematics
Reading
Secondary school students
Workshops

Chapter 2

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ART

"Art is comprised of the organized body of subject matter or related courses involving primarily visual, tactile, and kinesthetic expression. Included in instruction are the two-dimensional forms such as drawing, painting, or printmaking; the three-dimensional forms such as sculpture or pottery; other spatial concepts such as architecture and design for the performing arts; and the history and theory of art. Emphasis is placed upon the esthetic and creative factors of visual forms."

Standard Terminology for Curriculum and Instruction in Local and State School Systems, NCES, 1970

Art programs which are described in combination with other programs in the fine arts are catalogued under *General Elementary and General Secondary Education*, Chapter 5.

ARTS IN GENERAL EDUCATION
University City, Missouri

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Overview

Segregation of the arts from the general curriculum is characterisitc of present educational systems. As a result, only a small percentage of the population seems to be seriously involved in the arts. Children graduate without recognizing the similarity between the creative artist and the creative scientist, and between art history and the history of nations. *Arts In General Education* made art an integral part of the education of every child in the schools of University City.

Target Population

The project involved all elementary and secondary students. There were 6,000 participants.

Major Purpose and Objectives

Project planners outlined four primary goals to: 1) provide experience in the arts for all students in the system, 2) permeate the general education program with arts concepts to improve the level of arts instruction, 3) develop instructional units to provide a sequential learning experience, and 4) experiment with a behavioral model as a basis for structuring an art program. As the project progressed, two additional major goals emerged. They were: 1) to develop plans which could be utilized to implement similar projects in other settings, and 2) to involve regular classroom teachers in curriculum development.

Activities

The development of instructional units in social studies and language arts received major emphasis. In social studies, the goal was to expand the curriculum to include the aesthetic aspects of the environment as part of a larger social problem. In the language arts, initial focus was placed on theatre and film components. The units were taught sequentially. There were seven units on the elementary school level, including *The Nature Scroll, The Machine and the Arts,* and *St. Louis, the River and the Arts.* In *The Machine and the Arts,* for example, studying the function and aesthetic properties of the machine allowed students to become sensitized to kinetic sculpture and electronic music. Two of the four units on the junior high level were *Industrial Design* and *Themes and Moods in Spanish Art.* The *Packaged Soul* and *Theatre Game File* were developed for senior high school students. A pilot version of a curriculum in the visual arts was tested in the elementary school. Complementary resources and research projects were developed, including a central media laboratory, "The Space Place" (a manipulative environment for children), and an experimental kindergarten.

Evaluation Strategy

The project evaluation staff were active in four areas: 1) detailed descriptions of the progress of the project, 2) evaluation of instructional units, 3) isolation of success and failure factors, and 4) experimental studies. Specific tools were utilized for each area including: progress reports, surveys, systematic observation of units, and data collection on experimental projects.

Evaluation Findings

With reference to the goals, results indicated an involvement of 45% of the elementary school students in project art activities. An increase in participation was documented on the junior and senior high level. Two of the 14 instru tional units were disseminated beyond the school district. Evaluation indicated that the teacher's willingness and ability to adapt units to student needs was a more important factor than economic and cultural differences among students. A major accomplishment of the project was the discovery that teachers, while essential to some phase of curriculum development, are not the best initiators of this process.

Cost: $100,000 for 1972-73

Contact Person

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725 Kingsland Avenue
University City, Missouri 63130

(314) 727-1070

Major Descriptors

Art appreciation
Curriculum development
Language arts
Social studies

Minor Descriptors

Chapter 3

BUSINESS

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"Business includes the body of related subject matter, or related courses, and planned learning experiences which are designed to develop in pupils the attitudes, knowledge, skills, and understanding concerned with business principles and practices having applications for personal use and/or activities in the business world. Business also includes a wide variety of aspects of general education, e.g., subject matter from other subject areas such as English (language arts), social sciences/social studies, and mathematics."

Standard Terminology for Curriculum and Instruction in Local and State School Systems, NCES, 1970

INDIVIDUALIZED LARGE TYPING CLASS INSTRUCTION
Berkeley Senior High School
Berkeley, Missouri

Overview

Students of this school had shown a lack of interest in typing courses. The curricular objectives defined typing as a skill which should be offered students because of its value in business careers as well as in the preparation of college assignments. A closer look at the method of teaching typing brought about this attempt to improve the learning of typing by the use of individualized instruction.

Target Population

The students who participated were from grades nine through twelve grouped into three large typing classes of 60 students each.

Major Purpose and Activities

There were three objectives: 1) reduce the numbers of failures in typing, 2) develop interest in achievement by the students, and 3) develop individual goals and skills.

Activities

The students were given a choice of a goal in personal typing, college-bound typing, or clerical and secretarial typing. Individualized instructional help was given to each student. Each student was given a minipak for his chosen goal. The minipack consisted of a learning unit which included a pretest, a statement of objectives to be achieved, activities designed to help the student meet those objectives, a self-check test, and a teacher-test. Audio-visual equipment and cassette tapes were used extensively.

Evaluation Strategy

The assessment by the teaching staff was the basic evaluation strategy. This evaluation was aided by the use of performance tests.

Evaluation Findings

The individual student, by being able to proceed at his own rate, accomplished a greater amount and a better quality of work. Teachers found that at least 15% more work was covered by the individualized instruction method when compared to the regular method. Attitudinal survey determined that 99.4% liked the individualized method. There were no failures (180 students) at the end of the first semester. It had been determined that the approximate failure would be no more than 2%.

Cost: $52,933 for 1972-73

Contact Person

Mrs. Louise Blake
8710 Walter Avenue
Berkeley, Missouri

Major Descriptors

Goal orientation
Individualized instruction
Typewriting

Minor Descriptors

Audiovisual aids
Business skills
College bound students
Secondary school students

Chapter 4

LANGUAGE ARTS

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> "English language arts is comprised of the body of related subject matter, or the body of related courses, organized for carrying on learning experiences concerned with developing (1) an understanding of the language system; (2) proficiency and control in the use of the English language; (3) appreciation of a variety of literary forms; (4) understanding and appreciation of various aspects of past and present cultures as expressed in literature; and (5) interests which will motivate lifelong learning."
>
> *Standard Terminology for Curriculum and Instruction in Local and State School Systems*, NCES, 1970

English language arts programs which are described in combination with other basic skills curricula, such as mathematics and social studies, are catalogued under *General Elementary and General Secondary Education*, Chapter 5.

BILINGUAL BICULTURAL PROJECT
Detroit Public Schools
Detroit, Michigan

Overview

The *Bilingual Bicultural Project* was designed to improve the educational opportunity and overall school experience of bilingual and other students. By implementing this program, the Detroit school system sought to improve academic achievement and develop pride in the Spanish culture.

Target Population

The target group was comprised of 956 pre-school through second graders and their parents. This group was predominantly Mexican-American, had a high rate of mobility, and faced chronic unemployment.

Major Purpose and Objectives

The principal objectives of the project were to: 1) improve academic achievement, 2) develop an awareness of the Latin-American culture, 3) develop a positive attitude toward school, 4) provide instruction in a second language, 5) involve the parents in the program, and 6) assist the staff through in-service training in the use of bilingual materials.

Activities

To initiate the program, the project provided four bilingual teachers, a bilingual counselor, and several aides to assist in the instructional program. The school curriculum was infused with bilingual teaching materials which were locally produced. In addition, intensive in-service education programs involving teachers, administrators, paraprofessionals, and parents were conducted throughout the year.

Evaluation Strategy

The evaluation of the program relied heavily on teacher observation, questionnaires, and surveys. Some standardized tests were conducted in English to determine achievement in reading and math.

Evaluation Findings

The results of the standardized tests indicate that the students made significant gains academically.

Students scored above average on the cultural heritage test. There was an increase in students' positive attitudes toward school. Instruction was provided in both English and Spanish. Parents' involvement in the school was very successful. The staff rated the in-service training they received better than average.

Cost: $297,921 for 1972-73

Contact Person

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Assistant Superintendent
5057 Woodward Avenue
Detroit, Michigan 48202

(313) 494-1679

Major Descriptors

Bilingual education
Cultural awareness
English (second language)
Language arts
Spanish speaking

Minor Descriptors

Elementary school students
In-service education
Mexican-Americans
Parent participation
Student attitudes

BILINGUAL-BICULTURAL PROJECT
Tucson Public Schools
Tucson, Arizona

Overview

The *Bilingual-Bicultural Project* was initiated as a means of minimizing the English language deficiency in the Mexican-American children in the Tucson Public Schools. Most of these students came from homes where only Spanish was spoken. They knew very little, if any, English when they entered school. Therefore, they were faced with many academic problems and became underachievers.

Target Population

The target group consisted of 711 children enrolled in pre-school through the fifth grade. Approximately 80% of these children were Mexican-American.

Major Purpose and Objectives

The primary objective of the Bilingual-Bicultural Project was to improve the academic achievement of the participants.

Activities

The program involved 26 classes, 27 bilingual teachers, and 19 paraprofessionals. The students were grouped according to their language proficiency for daily instruction in Spanish and English. English, reinforced with Spanish, was used in the other content areas.

The "Home Task" was a scheme used with the kindergarten and pre-school classes. It consisted of weekly home assignments whereby mothers interacted with their children at home to promote various development skills.

Evaluation Strategy

Pre- and post-tests of the Modified Pre-School Inventory, Pre-School Inventory, and the Inter-American Series Test were administered to evaluate the program.

Evaluation Findings

Both the bilingual and monolingual children made statistically significant academic gains at all grade levels.

Cost: $109,763 for 1972-73

Contact Person

Mr. Edward L. Madrid
P O Box 4040
Tucson, Arizona 85717

(602) 791-6209

Major Descriptors

- Bilingual education
- English (second language)
- Language arts
- Language handicapped
- Language instruction
- Mexican-Americans

Minor Descriptors

- Culturally disadvantaged
- Elementary school students
- Parent participation
- Underachievers

BILINGUAL EDUCATION PROGRAM
New Orleans Public Schools
New Orleans, Louisiana

Overview

The *Bilingual Education Program* was developed to benefit spanish-speaking children in need of a learning environment conducive to the furtherance of learning through their mother tongue as well as the aquisition of skills in English which would enable them to progress academically and socially at a rate commensurate with that of their English-speaking peers. These children greatly needed an environment sympathetic with the nurturing of a healthy self-confidence that would enable them to experience pride in the national heritage of both their native and their new countries.

Target Population

The program was directed toward 365 Spanish-speaking children and their English-speaking peers in kindergarten through grade four. The participants were enrolled in two elementary schools where the Spanish-speaking culture represented 54% of the total enrollment.

Major Purpose and Objectives

The primary objectives of the program were to: 1) improve the English proficiency of native Spanish-speaking children and to introduce native English-speaking children to the language and culture of Spanish-speaking people; 2) initiate and promote attitudinal changes among teachers, administrators and parents that would enable them to accept the integration of different societal and language groups within the classroom; 3) provide an experimental environment in which both English and non-English-speaking children could simultaneously gain the benefits of modern teaching methods; and 4) promote mutual acceptance of different cultures and languages by students.

Activities

The average size of the bilingual education classes was 32 students with approximately 50% being Spanish-speaking. All teachers and aides working in the program were bilingual. English pre-reading activities, Spanish reading activities, and activities which emphasized English as a second language were presented to the Spanish-speaking children in kindergarten through grade one. In the second, third, and fourth grades, all content subject areas were conducted in a bilingual-bicultural setting.

Summer workshops were held for the teachers by personnel of the Institute Politecnico Nacionel de Mexico. Appropriate bilingual materials were used.

A variety of program activities involved the community and parents. Program personnel made home visits for the dissemination of information about the program to all parents.

Evaluation Strategy

The Metropolitan Achievement Test, Peabody Picture Vocabulary Test, in-house developed instruments, personnel and parent surveys, socio-metric testing were administered in a pre- and post-test format, to a control group and an experimental group.

Evaluation Findings

In-house tests were used to evaluate the first objective, and the findings were deemed satisfactory. Evaluation of the surveys indicated that the second objective was satisfactorily achieved. MAT results showed that the target students scored significantly higher than the control group. Cross-cultural relationships generally increased for all students.

Cost: $188,945 for 1972-73

Contact Person

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Coordinator
1515 South Saleedo Street
New Orleans, Louisiana 70125

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Major Descriptors

Bilingual education
Cultural awareness
English (second language)
Language handicapped
Social integration
Spanish speaking

Minor Descriptors

Administrator attitudes
Community involvement
Educational innovation
Elementary school students
Parent participation
Summer workshops
Teacher education
Teacher attitudes

BILINGUAL EDUCATION PROJECT
Intermediate School District 105
Yakima, Washington

Overview

The basic intent of *Bilingual Education* as it was programmed was to utilize the mother tongue of the students to teach content and culture. The existence of the Intermediate School District 105 Bilingual Project came about as a result of the sizeable number of Spanish-speaking people in the Yakima Valley. Elements in the community began recognizing the need for other means of instruction especially for those with language differences. Under the guidelines of Title VII, Elementary and Secondary Education Act, a proposal was inititated and approved in the summer of 1970. As a result of its active sponsorship for bilingual education, Intermediate School District 105 became the funding and administrative agent for the project.

Target Population

The target group consisted of 200 five through nine-year-old children from two rural schools. This group was approximately 50% Anglo and 50% Mexican-American.

Major Purpose and Objectives

The primary objectives of the Bilingual Education Project were to ensure that: 1) at the end of the school year, 80% of the kindergarten students would demonstrate listening and speaking skills in either, or both, English and Spanish, at a level that would enable them to identify and describe common objects, events, and behaviors relative to common kindergarten activities; and 2) at the end of the school year, 80% of the first and second grade students would demonstrate measurable progress in all content subjects in either, or both, English and Spanish.

Activities

The program design featured small group and individualized instruction. The bilingual (Spanish and English) teachers and aides used bilingual methods and techniques in all phases of the curriculum. Following large group preliminary activities, the children moved into small groups to receive instruction. Each small group session lasted approximately 15 minutes after which the children rotated to a different subject area. The subject matter in these small learning circles was taught in both English and Spanish.

Evaluation Strategy

Tests were administered in the fall and the spring in a group testing environment with provisions for individual separation. The instruments used included the Test of Basic Experiences, Tests of General Ability, Comprehension del Language Oral, Prueba de Lectura, the Laidlaw Brothers Series, and the Houghton-Mifflin Pupil Placement Tests.

Evaluation Findings

Objective one was attained. Objective two was attained only in the area of language.

Cost: $134,200 for 1972-73

Contact Person

Mr. David R. Delgado
103 Courthouse
Yakima, Washington

(509) 248-2521, ext. 231

Major Descriptors

Bilingual education
Cultural awareness
English (second language)
Language arts
Spanish speaking

Minor Descriptors

Elementary school students
Individualized instruction
Listening comprehension
Mexican-Americans
Small group instruction
Speech skills

COMMUNICATION SKILLS THROUGH AUTHORSHIP
Independent School District No. 1
Lewiston, Idaho

Overview

Communication Skills Through Authorship (CSTA) was an initial and early reading program designed to complement any basal plan. Based on the premise that a child will best learn to read what is meaningful to him personally, the program encouraged each student in a classroom to tape record his own stories, impressions, or experiences which were important to him. Typed copies were returned to the child and put into his folder which then became his "personalized reader."

Target Population

First and second graders were the prime target group for the project. However, remedial reading classes and educable mentally retarded students had limited participation. A total of 3,300 participants were involved in the 1972-73 program.

Major Purpose and Objectives

The program had two major emphases. The first was to stimulate an interest in reading among children learning to read. The second was to provide for the children a method of transition to the "world of books."

Activities

Students taped their stories in a colorful recording environment made comfortable with rug or pillows and ranging in style from rocket ships to Snoopy dog houses. In most classes, children were allowed to record whenever they desired, other than during a teacher's specific lesson. When a child received his typed story, he could choose to share it with his teacher, his peers, or simply read it to himself. Other activities included experience charts or stories which were created by the entire class. These helped students to build sentences and talk around a main idea. Another strategy encouraging self-expression was the daily journal. Students were asked to write in it regularly, and often entries were shared or written on tab boards and displayed in the room. Reading aloud, phonetic analysis and techniques to build the student's sight vocabulary were also utilized.

Evaluation Strategy

The program was evaluated internally by teacher surveys and parent surveys in order to gain insight on the effectiveness and acceptance of the program. An external evaluation was accomplished by a State Title III evaluation team.

Evaluation Findings

According to the teacher surveys, 90% of the students of all grades in the program could read all of the original dictated stories. Third grade teachers noticed that students with CSTA background had a higher interest in reading and did more creative writing than students who had not had CSTA.

Teachers and administrators also felt that the program was a success in ways such as children's heightened self-esteem, their love of books, and satisfying interpersonal relationships. The parent survey indicated strong parental support of the program.

The evaluation team felt that the main effect of the program was a vast increase in pupils' desire to read.

Cost: $141,000 for 1972-73

Contact Person

Dr. L. Smith
Independent School District #1
Lewiston, Idaho 83501

Major Descriptors	Minor Descriptors
Communication skills	
Elementary school students	
Language experience approach	
Reading interests	

THE DEVELOPMENT OF A MULTISENSORY APPROACH TO READING AND READING READINESS CURRICULUM

Wakulla County School Board
Crawfordville, Florida

Overview

The culturally deprived child may be born equal with his advantaged counterpart, but an inequity of experience from that day forward creates an ever-widening educational gap. These children who have been deprived of cultural stimulation have greater than normal impediments to the acquisition of reading skills.

In the past, disadvantaged children in the Wakulla County School System have not responded successfully to individualization and diagnostic/prescriptive methods. Therefore, a *Multisensory Approach to Reading and Reading Readiness Curriculum* was implemented to provide a foundation for the acquisition of reading skills.

Target Population

The target group consisted of 48 culturally deprived children in pre-kindergarten through grade two. All children were of average intelligence but had pronounced reading difficulties.

Major Purpose and Objectives

The major objective of the program was to improve the reading and/or reading readiness skills of the target students to such an extent that the mean scores on standardized tests would be equal to or greater than the norms reported for the tests.

Activities

The children participating in the program were grouped according to age and received the program instruction outside of their regular classrooms for 1 1/2 hours four days each week. The project team devised a bibliography and gathered materials and supplies which would allow for multisensory training. The children used reading books and tapes with culture-based stories. In addition to the expected reading activities, other activities included the use of perceptual motor development equipment, building blocks, typewriters, tactile letters, and auditory training materials.

Evaluation Strategy

The following tests were administered on a pre-, post-basis: the Gates-MacGinitie Reading Tests, the Stanford Early School Achievement Test, and the Boehm Test of Basic Concepts.

Evaluation Findings

An analysis of the data showed that the target group made significant gains in the acquisition of reading and reading readiness skills. The objective was attained.

Cost: $73,784 for 1972-73

Contact Person

Ms. Linda Anderson
Director
P O Box 98
Crawfordville, Florida

(904) 926-9021

Major Descriptors

Culturally disadvantaged
Reading
Reading readiness
Multisensory learning
Reading skills

Minor Descriptors

Directed reading activity
Elementary school students
Instructional materials
Programmed instruction
Testing

DIAGNOSTIC READING INSTRUCTION PROJECT

University City Schools
University City, Missouri

Overview

The project was designed to provide teachers with practical techniques for identifying reading problems. Through intensive training under consultants, teacher skills were to increase in the use of the diagnostic-prescriptive approach to reading instruction. It was expected that students would benefit from the increase in individualized reading instruction which would follow.

Target Population

The 1972-73 project involved 3,815 participants, including 124 teachers working directly and 67 working indirectly with 14 project reading staff members. The target group was the teachers of kindergarten through grade six.

Major Purpose and Objectives

The major purpose of the project was to advance classroom teacher skills in the diagnostic-prescriptive approach to reading instruction. Objectives related to achieving this goal included: 1) training of 14 project reading teachers in the diagnosis and prescription of reading problems and in operating as consultants, 2) development of a comprehensive system for individualized and differentialized reading instruction, 3) implementation of this reading system in all public and non-public schools, 4) formation of a community advisory council, 5) clear and open lines of communication and dissemination between project staff members and the community, and 6) installation of a Reading Center.

Activities

Project reading teachers designed instructional models and prepared instructional materials. In addition, they developed teacher training programs in the diagnostic-prescriptive method in a central training program and in training workshops throughout the district. A number of working committees were established to develop an instructional system for reading.

Evaluation Strategy

Evaluation procedures and instruments included activity check logs, opinion surveys, on-site observation, standardized achievement tests and staff journals.

Evaluation Findings

Data indicated that: 1) teachers adopted diagnostic-prescriptive methods when in-class consultant help was given, and 2) workshops were useful in demonstrating new techniques when follow-up help was provided in the classroom. An additional benefit was that teachers increased efforts to individualize instruction.

Cost: $184,410 for 1972-73

Contact Person

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University City, Missouri 63130

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Major Descriptors

Community involvement
Diagnostic teaching
Individualized instruction
Reading
Teacher education

Minor Descriptors

Teaching methods

DIFFERENTIAL STAFFING: A DIAGNOSTIC APPROACH

School District of Kershaw County
Camden, South Carolina

Overview

Differential Staffing is a comprehensive diagnostic program in language arts (grades one through five) that would enable students to learn commensurate with their ability as measured by mental ability and achievement tests.

Target Population

After testing, students who were not learning commensurate with their ability were placed in the program. The program started with 500 participants, (grades one through five).

Major Purpose and Objectives

The focus of the program was to: 1) diagnose the problems of children, and prescribe a developmental or remedial language arts program; and 2) follow through, with the classroom teacher, in selecting language arts materials and establishing teaching strategies that best facilitate learning.

The program would further utilize the concepts of differential staffing, career education, parent volunteer programs, youth teaching youth programs, and accountability on the part of teachers and staff.

Activities

Teachers and staff attended a three-week pre-service workshop to introduce and implement a variety of teaching techniques. The teachers developed team teaching pods of three to five teachers with instructional aides to plan activities for a large group of students.

The parent volunteer and youth tutoring programs lent assistance to the regular teachers and staff.

Evaluation Strategy

Students were pre- and post-tested using the California Comprehensive Test of Basic Skills, the California Test of Mental Maturity, the Metropolitan Readiness Test, and the "How I See Myself Scale" for attitude change.

Evaluation Findings

The participating students gained from 1.0 to 2.65 years in reading and language arts in the third through fifth grades. There appears to be a generalized lag in student performance in the first three years of school. The lag in the primary grades was probably due to the newness of standardized achievement testing.

Cost: $102,000 for 1972-73

Contact Person

Mr. C. E. Watkins
School District of Kershaw County
Dubose Court
Camden, South Carolina 29020

(803) 432-8416

Major Descriptors

Differentiated staffs
Educational diagnosis
Elementary school students
Language development
Underachievers

Minor Descriptors

Parent participation
Media selection
Teaching methods
Team teaching
Tutoring
Volunteers
Workshops

EARLY CHILDHOOD PREVENTIVE CURRICULUM DEMONSTRATION CENTER
Dade County Public Schools
Miami, Florida

Overview

Inability to learn to read has been the major reason students fail in the first grade. Historically 15 to 20 per cent of the first grade population experience learning problems in the conventional classroom. This resulted in a first grade retention rate that was higher than in any other grade. The high financial cost of failure to a school district and the educational-emotional impact of failure on students combine to make failure prevention a high priority concern. With this knowledge the *Early Childhood Preventive Curriculum Demonstration Center* came into being.

Target Population

First grade high risk potential reading/learning failures.

Major Purpose and Objectives

The purpose of the project was to develop an early identification, early-intervention program to prevent failure in the first grade. To achieve this, the project objectives focused on: 1) how best to diagnose the students' instructional needs, 2) how to better train teachers to meet the students' needs, and 3) how to organize to facilitate a diagnostic-prescriptive instructional program.

Activities

At the beginning of the school year all first grade students were tested. Those who were identified as high risks became members of the project class. The students participated in: 1) the self-correcting language master program to build auditory perception skills, 2) instructional games and activities to provide enjoyable practice and reinforcement for pre-reading and reading skills development, 3) audio taped listening lessons to support and enhance the language and cognitive skills development program.

Evaluation Strategy

Standardized tests used included the Clymer-Barrett Pre-reading Battery, the Thorndike-Hagen-Large Cognitive Abilities Test, the Stanford Achievement Test, and the Wide Range Achievement Test. Attitude Toward School and Self-Concept Scales developed locally were also used to determine whether or not the program was successful.

Evaluation Findings

All analyses of variance proved to be significantly in favor of the project students. The project developed pre-reading assessment has been incorporated into the Dade County Reading System. All project developed support materials including teachers' guide, catalog of instructional resources and game guide will continue to be used throughout the County.

Cost: $117,957 for 1972-73

Contact Person

Mr. Richard O. White
Director
1410 NE Second Avenue
Miami, Florida

Major Descriptors

Diagnostic teaching
Educational diagnosis
Language development
Reading

Minor Descriptors

Elementary school students

LANGUAGE DEVELOPMENT PROGRAM
East Baton Rouge Parish School Board
Baton Rouge, Louisiana

Overview

The *Language Development Program* began originally as a pilot project of the ESEA Title III Curriculum Study and Revision Project during the 1969-70 school year. The pilot project, conducted in two kindergarten classes by one speech therapist, was so successful that the program was expanded the following year to include 35 kindergarten classes served by seven speech therapists. The results of the pre- and post-testing with standardized instruments of both experimental and control groups were comprehensive and conclusive enough that the program was included in the East Baton Rouge ESEA Title I program in 1971-72.

The program was initiated on the premise that disadvantaged children were especially in need of oral language development activities to compensate for a lack of early language experience. Intensive activity, it was predicted, would increase school success, improve self-concept, and reduce the need for professional articulation therapy in the third and fourth grade.

Target Population

The target population included children residing in economically depressed areas who exhibited faulty oral communication skills and appeared to lack the language experience necessary for academic success.

Major Purpose and Objectives

The major purpose of this program was to prevent, in the first year of school, many of the articulation and reading problems exhibited by students who would need the services of a speech therapist in the third and fourth grade. The three major objectives were to: 1) prevent articulation difficulties by providing speech stimulation activities, 2) develop the language skills related to learning, and 3) strengthen listening skills as a result of participation in the speech improvement and language development program.

Activities

Self-awareness tests were administered which included such questions as, "Who am I?" and "Who is my teacher?" Auditory training included: 1) listening and developing auditory discrimination of gross sounds such as animal, environmental, noisemaker and musical instruments; 2) increasing auditory memory span by the use of picture-card activities and the telling of stories; 3) training in phonics including seeing, feeling, and listening to sounds in isolation; and 4) developing speech production through emphasis on the use of sentences, nonsense syllables, and word production.

Evaluation Strategy

Evaluation of the program was accomplished through the administration of the following standardized tests in a pre- and post-test design: 1) Peabody Picture Vocabulary Test (PPVT), 2) Arizona Articulation Proficiency Scale (AAPS) 3) Riley Articulation and Language Test (RALT), and 4) Utah Test of Language Development (UTLD). Questionnaires were also distributed to all teachers, administrators, teacher aides, students and parents. Questions were designed specifically for each group.

Evaluation Findings

The following were the most recent statistical findings: 1) the Riley Language Sub Test, mean growth 14.176; 2) the Riley Articulation Sub Test, mean growth 3.353; 3) the Arizona Articulation Proficiency Scale, mean growth 6.167; 4) the Utah Test of Language Development, mean growth 10.666 months; and 5) the Peabody Picture Vocabulary Test, mean growth 23.664 months. Responses to the questionnaires were positive. More materials and aides were requested so that more children could be reached more effectively. Most important, student responses indicated an interest in reading and a desire to take part in more reading activities.

Cost: $80,000 for 1971-72

Contact Person

Mrs. Marilyn Moore
P. O. Box 2950
Baton Rouge, Louisiana 70821

(504) 926-2790, ext. 349

Major Descriptors

Communication skills
Economically disadvantaged
Listening comprehension
Speech skills
Speech therapy

Minor Descriptors

Auditory perception
Elementary school students
Phonics
Reading interests
Self-concept

LATIN CULTURES PROGRAM
Cleveland Public Schools
Cleveland, Ohio

Overview

The *Latin Cultures Program* was developed to integrate the study of the Spanish language, its historical background and its culture with a regular instructional program at the junior high school level.

Target Population

The target group consisted of 225 seventh through ninth grade students of Spanish background.

Major Purpose and Objectives

The aim of the project was to extend and utilize the language and cultural strength of Spanish-speaking children in order to help them acquire and develop those English comprehension skills necessary for achievement and good school adjustment. The objectives were that the participants would: 1) show a significantly higher level of vocabulary and reading comprehension skills in Spanish and English, 2) show significantly higher scores on a standardized test of social studies, 3) show more positive attitudes towards themselves and towards school, and 4) show a higher level of competence in subjects in which they were tutored.

Activities

The program had three aspects: 1) instructional activities were designed to relate English and social studies to the Spanish heritage; 2) bilingual teachers were provided to tutor students having difficulty in any other subject areas; and 3) specialized Spanish classes were conducted.

Evaluation Strategy

The following tools were used to assess the objectives of the program: the Comprehensive Test of Basic Skills, the Inter-American Reading Test, the Inter-American Social Studies Test, and student and teacher surveys.

Evaluation Findings

Over a 14-month period students evidenced significant gains in English, Spanish, and social studies. No change was evidenced in the students' attitudes.

Cost: $74,673 for 1972-73

Contact Person

Mr. John P. Nairus
Directing Supervisor
Compensatory Education
1380 East 6th Street
Cleveland, Ohio 44114

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Major Descriptors

Cultural awareness
English (second language)
Language arts
Language development
Spanish speaking
Student improvement

Minor Descriptors

Reading development
Secondary school students
Social studies
Vocabulary development

LEARNING LABORATORY
School District of Jennings
Jennings, Missouri

Overview

A wide range of diagnostic and remedial services characterized the Jennings *Learning Laboratory* program. Designed to focus on those students whose learning disabilities impeded their progress in the broad areas of communication and problem-solving, the learning laboratory utilized an eclectic approach. Emphasis was placed on improving reading and language arts skills by diagnosing and assessing the disability and developing an individually prescribed program.

Target Population

The learning laboratory was utilized by underachieving students in kindergarten through grade twelve. One hundred sixty-two (162) students participated in the 1972-73 program.

Major Purpose and Objectives

The three major goals for the learning laboratory were to improve: 1) the reading comprehension skills of underachieving students in kindergarten through grade twelve; 2) teachers' attitudes and techniques; and 3) emotional stability, conscientiousness, and self-discipline.

Activities

With the goal of improving the English reading skills of the kindergarten through grade twelve students, the special project team was located in the central learning laboratory and four diagnostic centers. The team included a laboratory coordinator, a learning specialist, a clinical psychologist, a social worker, counselors, interns, diagnostic teachers, and instructional aides. In addition, regular school personnel and others, such as nurses, student teachers, tutors and university consultants were involved in a coordinated effort to improve the achievement of the target students.

An in-service training program was also conducted to instruct English teachers in methods found to be effective in the centers.

Those students who were assigned to the program received individualized instruction in English and reading skills. Three levels of the program were offered; grades 10-12, 7-9 and K-6. The high school level involved vocabulary building and instruction in reading and grammar skills in which the students showed deficiencies. The high school program also included the use of paperback books to stimulate interest in reading and group sharing of a novel to practice reading skills learned and to practice group discussion techniques.

The junior high level consisted of vocabulary building, as well as oral and silent reading of materials selected because of their interest to students. In the elementary program several standardized techniques were utilized. Among these techniques were the Neurological Impress Method for building oral reading fluency, the Fernal Technique for developing sight vocabulary and improving spelling, and Distar techniques and materials to further language development.

Evaluation Strategy

Pre- and post-testing, utilizing the Iowa Test of Educational Development, the SRA Achievement Test, the Wide Range Achievement Test, and the Iowa Test of Basic Skills, evaluated student achievement. Assessment of teacher attitudes was accomplished utilizing the Personal Beliefs Inventory in a pre- and post-test format. The pre- and post-administration of the High School Personality Questionnaire was used to evaluate personality changes in junior high school and high school students. The Children's Personality Questionnaire was used in the same manner to determine changes in elementary students.

Evaluation Findings

Achievement test results indicated that significant gains in reading were made by all students. A number of personality changes were noted in the students indicated a better attitude toward school and self. Results from teacher questionnaires were inconclusive.

Cost: $193,590 for 1972-73

Contact Person

Mr. R. Huesing
2300 Shannon Avenue
Jennings, Missouri 63136

(314) 867-3494

Major Descriptors	Minor Descriptors
Diagnostic teaching Individualized instruction Learning laboratories Reading Underachievers	Remedial reading

MEASURABLE EXTENSIONS TO READING
West Fargo School District
West Fargo, North Dakota

Overview

Educators and responsible citizens of the West Fargo Community determined that there should be a crusade against the high rate of reading failure. The school superintendent conceived and developed the program, *Measurable Extensions to Reading*. All students in grades five, six and seven were included in the program. Each group was divided into nine heterogeneous groups. Each week a different group of fifth, sixth and seventh graders were sent to the center, thus setting the stage for a nine-week period. There were four cycles throughout the year.

Target Population

This program was for all levels of reading proficiency. It was especially effective for the higher and lower ability groups.

Major Purpose and Objectives

The *Measurable Extensions to Reading* program was designed to raise each learner to a higher level of reading proficiency. The program intended that in an intensive experience, students would be freed from the influence of other subjects, and teachers would be able to work on improvements of the composite skills of reading development.

Activities

In the centralized reading facility, learning stations were used to provide individualized instruction. Each student worked at stations that provided for his skill needs, whether developmental or enrichment. He gained responsibility by getting tasks done in the time available. Curiosity and excitement were created by encouraging student travel from station to station. Free reading from the circulating library was an important part of the instructional schedule. Much of the activity was designed to stress vocabulary development, reading comprehension, word analysis, and to improve reading rate.

Evaluation Strategy

Iowa Test of Basic Skills, San Diego Inventory of Reading Attitude, Gates-MacGinitie and Criterion Reference.

Evaluation Findings

There was significant growth in the students' command of basic skills, positive change in their attitude toward reading, and success in achieving the performance objectives of the program. Another indication of the program's success was a sustained increase in library circulation.

Cost: $62,715 for 1972-73

Contact Person

Rollie Morud
631 4th Avenue, E
West Fargo, North Dakota

Major Descriptors

Individualized instruction
Library services
Reading
Reading skills
Remedial reading

Minor Descriptors

Elementary school students
Reading development

MOTIVATING PERFORMANCE IN READING

Wren Primary School
Piedmont, South Carolina

Overview

The educators of this area recognized the large number of students entering the third grade reading below grade placement. This gave rise to the program, *Motivating Performance in Reading*.

Target Population

The program involved third grade students with an IQ of 80 and above who were reading below grade placement. The number of participating students in the 1972-73 year was 54.

Major Purpose and Objectives

Motivating Performance in Reading sought to accelerate reading achievement for those students of the target group who were the lowest achievers in second grade reading.

Activities

The program screened second grade students to identify those who were reading below the national norm. From this group, the lowest achieving students with non-verbal IQ's of 80 or above were selected for intensive work in the reading laboratory.

The students were tested for diagnosis and were assigned to groups of nine students for indiviudalized instruction. Instruction was provided by a reading teacher and teacher aides. Students worked in the laboratory for 30 minutes at a time. The program of instruction developed by the reading teacher, teacher aides, the principal, and the director of education, also provided for diagnostic teaching by the regular classroom teachers when the students were not working directly with program staff and facilities.

Evaluation Strategy

Professional personnel and consultants were involved in assessing the project on a continuing basis judging effectiveness of the program personnel, procedures and activities. The district reading supervisor consistently worked with the program staff and consultants concerning in-service and evaluation. The instruments used were the Gates-MacGinitie Reading Test and the Stanford Diagnostic Reading Test.

Evaluation Findings

At the end of the year, there was an average improvement in students' reading achievement of 1.5 in grade equivalents. The students also showed at the end of the year an average grade equivalent increase of 1.1 in vocabulary and 1.2 in comprehension. Twenty-five per cent had gained 1.5 or more in vocabulary and forty per cent had gained 1.5 or more in comprehension.

Cost: $20,311 for 1972-73

Contact Person

Mrs. Linda Wigington
Route One
Piedmont, South Carolina

Major Descriptors

- Reading
- Reading development
- Reading diagnosis
- Remedial reading
- Vocabulary development

Minor Descriptors

- Elementary school students
- Individualized instruction

A NEW ADVENTURE IN LEARNING
W. T. Moore Elementary School
Tallahassee, Florida

Overview

A New Adventure in Learning was a project designed to provide an effective, individually determined language arts curriculum for children with language deficiencies.

Target Population

The program was directed toward 310 kindergarten through third grade pupils of whom approximately 50% were rural black and 50% were urban white.

Major Purpose and Objectives

Given an instructional program based on their assessed needs, the pupils would: 1) achieve in reading at or above the expected levels, 2) significantly increase their verbal learning ability, and 3) demonstrate increased vocabulary development.

Activities

The pupils were housed in an open-space school composed of "pods," or learning centers. Basal texts, reading kits, listening stations and language masters were among the materials used.

Following diagnosis, prescriptive assignments for each student were written for activities ranging from independently used materials to teacher-led small groups.

Teacher in-service training included use of informal diagnostic instruments, techniques for screening, interpretation of standardized test scores, language activities and analysis of available materials.

Evaluation Strategy

Evaluation was in the form of pre- and post-testing. The standardized tests used were the Illinois Test of Psycholinguistic Ability, Peabody Picture Vocabulary Test, and the Gilmore Reading Test.

Evaluation Findings

The evaluation indicated that: 1) 47% of the students achieved at expected levels in reading, 2) the gain in psycholinguistic ability was achieved at the .01 level of significance, and 3) significant gains were made in vocabulary development.

Cost: $85,958 for 1972-73

Contact Person

Mrs. June Johnson
W. T. Moore Elementary School
Dempsey May Road
Tallahassee, Florida 32303

(904) 877-8595

Major Descriptors

Diagnostic teaching
Language arts
Program development
Reading
Language handicapped

Minor Descriptors

Elementary school students
Open education

PERFORMANCE CONTRACT "RIGHT TO READ" PROJECT
Bristol Public Schools
Bristol, Virginia

Overview

The *Right to Read Project* in the Bristol Public Schools employed the strategy of financial incentives to teachers in an effort to improve reading achievement. Direct benefits to students resulted from the improved performance of the teacher.

Target Population

Project activities focused on students in kindergarten through the eighth grade who were having reading problems. The project also provided its services to the younger sisters and brothers of these kindergarten students.

Major Purpose and Objectives

The project sought to improve reading skills in the target population by improving teacher performance through training and financial bonus.

Activities

The director provided the staff with a written operational plan to effectively meet the objectives of the project. Consultant help and college classes were made available to teachers allowing insight into appropriate techniques for changing behavior of children. The students through "open education" were able to pursue a wide variety of learning alternatives consistent with the learning styles of students. Learning centers were developed and freely used by the students. Multi-media were used for instruction. Diagnostic tests which determined levels, interests, weaknesses, etc., were greatly relied upon. Pre- and post-tests as well as interim performance tests were evaluated to provide validation of earned incentive payments.

Evaluation Strategy

Pre- and post-testing, standardized tests, criterion-referenced tests, and instruments for the affective domain were utilized.

Evaluation Findings

All Bristol students made greater progress throughout the course of the year. All Bristol students were performing at or above their precribed levels. Some achieved as much as 180% over expected gains. Every teacher involved qualified for a bonus in amounts ranging from $770 to $1,800.

Cost: $541,000 for 1972-73

Contact Person

Evelyn Murray, Director
222 Oak Street
Bristol, Virginia

Major Descriptors

Reading
Reading development
Reading diagnosis
Multi-media instruction

Minor Descriptors

Remedial reading
Teacher education

PROJECT MEANINGFUL EDUCATION

Santa Ana Unified School District
Santa Ana, California

Overview

Project Meaningful Education (ME) was designed to assist students in achieving their potential in reading through individualization of instruction and the use of classroom learning centers.

Target Population

The target group consisted of 300 under-achieving but capable students in grades two through six.

Major Purpose and Objectives

The major objective of the program was to provide a reading program with participants who would show a median gain in reading achievement of 10 months in a seven-month period.

Activities

Classroom activities took place in the regular school setting, involving both self-contained and open-space classes. "Learning Centers" in each class were devoted to developmental skill building, reading-listening skills, reading games, and other related activities.

Evaluation Strategy

Standardized tests were administered to the students at the end of the seven-month period to determine the amount of reading growth achieved.

Evaluation Findings

The results of the tests indicated that the project children achieved a median gain of 11.47 months. The project objectives were met for the total group.

Cost: $68,541 for 1972-73

Contact Person

Mrs. J. Van Emon
1405 French Street
Santa Ana, California 92701

(714) 558-5526

Major Descriptors

- Individualized instruction
- Open education
- Reading
- Reading development
- Underachievers

Minor Descriptors

- Elementary school students
- Self-contained classrooms

PROJECT PRINT
Hale County Public Schools
Greensboro, Alabama

Overview

Project PRINT (Prevention of Reading Impairment by Use of New Techniques) was prompted by the 1971 needs assessment in the Hale County Schools. This assessment indicated that 85% of the children in grades one through six were two or more levels below grade level in reading. It was also found that because state certification did not require teachers to have any special reading training, elementary teachers were ill-prepared to teach remedial and corrective reading. Thus, Project PRINT was established to train teachers so that they might teach reading in their respective classrooms. This in-service program covered the gamut of developmental, corrective, and remedial reading.

Target Population

The project was implemented for classroom teachers of students in grades one through eight. A total of 48 teachers have participated in this project.

Major Purpose and Objectives

The purpose of the project was to improve the educational program of reading for elementary (one through eight) school children by increasing instructional competence in the teaching of reading through continuous in-service training. Specifically, the objectives were to: 1) increase competence in the teaching of reading such that at least 50% of the participants would qualify as Master Teachers of Reading, and 2) develop materials and equipment for the teaching of reading in Hale County and for dissemination to other school systems.

Activities

Teachers who were selected for the project represented the nine schools in the county and had at least two years of successful classroom experience in the elementary school. A five-day workshop conducted by the Project Director and Master Teachers initiated the program. The participants then met at least ten hours per month for in-service sessions. At the monthly in-service meetings, topics of investigation included some or all of the following: 1) the nature and process of reading, 2) approaches to teaching reading, 3) diagnosis of reading problems, 4) self-concept, 5) selecting materials for reading, and 6) evaluation of reading performance. The teacher trainees also received instruction in the use of standardized diagnostic instruments. Methods of instruction at the in-service meetings included audio-visual presentations, simulations, lectures, and small group instruction. In the classrooms, the Master Teachers worked with the teachers to reinforce the skills learned at the in-service meetings.

Evaluation Strategy

Teacher competence in reading instruction was assessed by a pre- and post-administration of the PRINT content test, an instrument developed by project personnel. To determine which teachers qualified as Master Teachers, a number of standardized tests were used to measure four components: cognitive knowledge about teaching reading; self-concept; skills demonstrated in selection and use of equipment, methods and materials; and performance tasks.

Evaluation Findings

Results from the PRINT test indicated that teachers' knowledge of reading instruction increased significantly as a result of the training program. The composite scores on the four components measured to determine those teachers who qualified as Master Teachers indicated that approximately 50% of the trainees did score high enough to meet the qualifications.

Cost: $69,700 for 1972-73

Contact Person

Ms. C. B. Henderson
Hale County Schools
Greensboro, Alabama 36744

(205)624-5541

Major Descriptors	Minor Descriptors
In-service education	Elementary school students
Media selection	
Reading	
Remedial reading	

PROJECT TO ADVANCE CULTURAL OPPORTUNITIES
San Francisco Unified School District
San Francisco, California

Overview

The project is located in the Mission District of the City and County of San Francisco. The Mission District is a multi-lingual, multi-ethnic, multi-racial area. It is one of the most common arrival areas of new immigrants. The dominant ethnolinguistic flavor is Hispano-American. This educational program recognized the need for learning the Spanish and English languages and for appreciating both the Hispano and American cultural heritages.

Target Population

Latin students and English speaking students from kindergarten through the fifth grade comprised the target group.

Major Purpose and Objectives

The major objective of the project was to create an educational program which was effective for Spanish-speakers and English-speakers in an integrated setting. The program was intended to develop bilingual language skills and cross-cultural awareness in both language groups.

Activities

Program components included: 1) instruction in kindergarten through grade five which emphasized individualized instruction in multi-age and multi-grade level groupings; 2) curricular development to create a more effective learning experience for Hispano and American students in an integrated environment; and 3) staff development to produce competent bilingual teachers, teacher aides, home-school aides, and support staff and administration. The program activities also provided for community involvement and development.

Evaluation Strategy

The following evaluation instruments were used: the Instructional Objectives Teacher Monitoring Form; the Bilingual Classroom Observation Record; the Instructional Objectives Criterion Referenced Test; and the Inter-American Series Test of Reading and Oral Vocabulary Subtest.

Evaluation Findings

There was an increasing number of students who were gaining proficiency in both their second and native languages and who were achieving the goal of becoming bilingual. Students in all five grade levels performed better in their native languages than in their second languages. It was also found that at the higher grade level the performance of all the students was better in English than in Spanish. As rated by the evaluators, the project successfully achieved its goal.

Cost: $405,063 for 1972-73

Contact Person

Mr. Elmer Gallegos, Jr.
Project Director
135 Van Ness Avenue
San Francisco, California

Major Descriptors

Bilingual education
Cultural awareness
English (second language)
Language arts
Spanish speaking

Minor Descriptors

Elementary school students
In-service education
Language development

PSYCHOLINGUISTIC APPROACH TO READING (PAR)
Cajon Valley Union School District
El Cajon, California

Overview

The *Psycholinguistic Approach to Reading (PAR)* was developed to meet the needs of pupils who were deficient in reading skills. Pupils from seven district schools and one parochial school were involved. Provisions for teacher training in special methodology were developed.

Target Population

The target population included 240 students of average intelligence in grades four through six who were reading one or more years below grade level at the end of grade three.

Major Purpose and Objectives

The program sought to remediate reading deficiencies and to ultimately enable the children to read at their defined grade levels. The program objectives were to ensure that: 1) 80% of the grade four students would gain a minimum of one year as indicated by the California Test of Basic Skills, 2) 80% of the grade four students would in one year progress to the next higher category on the Reading Miscue Inventory, and 3) 80% of the fifth and sixth grade students would show an increase of two categories on the Reading Miscue Inventory.

Activities

The students were tested to determine specific reading difficulties and were grouped according to their needs. The teachers received in-service training which enabled them to devise strategy lessons and materials to use as a means of instruction. The instructional program incorporated the Goodman Burke methodology as described in the Reading Miscue Inventory Teachers Method.

Evaluation Strategy

Pre- and post-forms of the California Test of Basic Skills and Reading Miscue Inventory were administered to determine the academic growth made by the students.

Evaluation Findings

All program objectives were met beyond expectations.

Cost: $80,000 for 1972-73

Contact Person

Larry Annicchiario, Director
180 Roanoke Road
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El Cajon, California 92022

Major Descriptors

Grouping (instructional purposes)
In-service education
Psycholinguistics
Reading
Remedial reading

Minor Descriptors

Elementary school students

READING EDUCATION ACCOUNTABILITY DESIGN
(PROJECT READ)
Nasemond City School Division
Suffolk, Virginia

Overview

Project READ was designed to accomplish a reading curriculum that would clearly, accountably, and measurably define and implement its objectives. Project READ was predicated on the assumption that the first step to improve the teaching of reading was to improve the skills and competence of the teachers.

Target Population

The program operated in two primary schools and two middle schools and included a total of 1,886 participants.

Major Purpose and Objectives

The major objective of Project READ was to meet the identified reading education needs of the primary and middle school students and teachers through the design, implementation and sophistication of an innovative-exemplary accountability process resulting in successful measurable accomplishments.

Activities

Teachers actively involved in this project participated in intensive pre-service, continuous in-service, and post-service training. A Reading Skills Development Laboratory was set up in each participating school.

Pre- and post-tests were administered to all students. Diagnostic and prescriptive techniques were used to individualize instruction.

Evaluation Strategy

A university team evaluated the project and related the evaluation to the objectives. The team studied statistical data, interpreted the data, observed, interviewed teachers, and provided questionnaires for teachers.

Evaluation Findings

Children made progress in their reading and displayed enthusiasm for project activities. Effective in-service training was conducted with the teachers. Both students and teachers showed more positive attitudes. The program has provided pupils with direct skills training in reading and teachers with well-defined ways of teaching these skills.

Cost: $130,000 for 1972-73

Contact Person

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Suffolk, Virginia   23434

(804) 539-8797

Major Descriptors

Curriculum development
In-service education
Reading
Reading skills
Teacher education

Minor Descriptors

Elementary school students
Reading development

READING EMPHASIS PROGRAM
Corpus Christi Independent School District
Corpus Christi, Texas

Overview

Disappointment over reading achievement of district students prompted the establishment of the *Reading Emphasis Program*. The average reading proficiency in the district had been one to two months below grade level for the first year of school, with the discrepancy widening as the students progressed through the grades. Implemented in the fall of 1970, the program was designed to improve reading skills for kingergarten through second grade pupils. Eleven elementary schools were selected for the program, representing a cross-section of the city. A consultant assigned to each school worked with the principal and primary teachers to establish a flexible reading program suitable to the needs of the students in that school.

Target Population

Children in grades kindergarten through two were the primary focus of the program. The 1972-73 program included a total of 6,334 participants.

Major Purpose and Objectives

The major objective of the program was to increase reading achievement among district students as measured by standardized tests.

Activities

Each consultant/teacher team carefully examined the readiness scores of beginning students to determine initial placement of these students in regard to reading instruction. As students progressed in reading, a variety of diagnostic tests were given to insure the students' continuous progress through the levels of reading skill development. These tests included: informal oral reading tests, basal reader diagnostic and achievement tests, prescriptive tests, and teacher observation.

As the teaching team evaluated the results of the diagnostic testing, students were grouped for instruction according to their individual needs. Groupings were flexible and included activities which promoted small group instruction, one-to-one instruction, pairs of students working together, individual instruction and volunteer tutor instruction.

Evaluation Strategy

Norm referenced tests such as the SRA Reading Achievement Test were administered to project students at the end of each year. These results were then compared to those of similar schools which were not included in the Reading Emphasis Program.

Evaluation Findings

Students in Reading Emphasis schools have significantly out-performed like students in schools not included in the program. Additionally, students have maintained their performance level for a three-year period.

Cost: Not Available

Contact Person

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Coordinator of Elementary Education
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Major Descriptors

- Grouping (instructional purposes)
- Reading
- Reading readiness

Minor descriptors

- Educational diagnosis
- Elementary school students
- Individualized instruction
- Volunteers

READING IMPROVEMENT

Hastings School District
Hastings, Michigan

Overview

Children need to read for many purposes with understanding and with skills that can reasonably be expected at the individual maturity level of each child. It is important for every individual to develop the ability that he possesses to the fullest possible extent in terms of the life demands he will need to meet. The Hastings *Reading Improvement* program was developed to present several approaches to reading that would better prepare the disadvantaged child to take adequate advantage of the opportunity to learn to read.

Target Population

The program was directed toward the low achieving disadvantaged children in grades one through three and seven through ten.

Major Purpose and Objectives

The major objective of the program was to improve the reading ability of the disadvantaged child.

Activities

Children entering the program were diagnosed to determine their specific weaknesses. A remedial reading teacher worked with them in small groups for 30 minutes four days a week. The reading teacher also consulted with the classroom teachers and offered specific techniques to be used in the classroom to further enhance the progress of the target group. Because often the home conditions were such that the children could not adapt to ordinary educational programs, specialized materials and equipment which made school more meaningful were used.

Evaluation Strategy

The SRA Test of Educational Ability, Metropolitan Achievement Test, and Stanford Achievement Test were used to evaluate the program.

Evaluation Findings

The results of the tests showed that mean achievement for the primary group was one year, for the seventh and eighth grades group was two years, and for the ninth and tenth grades was 1.6 years.

Cost: $91,000 for 1972-73

Contact Person

Mr. Fred Lowe
232 West Grand
Hastings, Michigan 49058

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Major Descriptors

Disadvantaged youth
Small group instruction
Underachievers

Minor Descriptors

Elementary school students
Instructional materials
Reading development
Secondary school students

READING IMPROVEMENT TEAMS
Saint Louis Public Schools
Saint Louis, Missouri

Overview

The *Reading Improvement Teams (RIT)* were formed to work with children having severe reading problems in the Title I schools. Their work concentrated on on diagnosis and prescription directed toward improvement in reading comprehension and on development of positive attitudes toward reading.

Target Population

The target group consisted of 12,288 educationally deprived students in grades one through eight. All participants had severe reading problems.

Major Purpose and Objectives

The program established the following objectives: 1) to improve the RIT students' reading skills, 2) to improve the RIT classroom teachers' remedial reading teaching techniques, and 3) to improve the RIT students' attitudes toward reading.

Activities

Each reading team, consisting of a remedial reading teacher, an aide, and ten classroom teachers, coordinated their efforts in diagnosing, prescribing for, and working with the participating students. The remedial reading teacher worked with those children far behind in skills, while the aide assisted in testing, record keeping, and the preparation of materials. The classroom teachers received workshop training to assist them in improving and broadening their teaching skills. A variety of materials were made available to the students. Among them were controlled readers, cassettes, games, listening centers and reading labs.

Evaluation Strategy

The following tools were used to evaluate the program: 1) the Gates-MacGinitie Reading Test; 2) the Iowa Test of Basic Skills; 3) an attitude scale developed by the McGuffey Reading Center, University of Virginia; and 4) questionnaires completed by the teachers.

Evaluation Findings

Pre- and post-scores of the reading tests indicated that the students' rate of gain was greater than the national norm. The attitude scale rated the students' attitudes toward reading equal to or better than average. The responses to the questionnaires showed that although teaching techniques had improved, the teachers felt they needed more demonstration of remedial teaching methods.

Cost: $2,293,870 for 1972-73

Contact Person

Mrs. Edna Ricks
1517 South Theresa Avenue
Saint Louis, Missouri 63104

(314) 865-4550

Major Descriptors

Educational diagnosis
Educationally disadvantaged
Reading
Remedial reading

Minor Descriptors

Elementary school students
Instructional materials
Teacher aides
Teacher education
Reading development

READING READINESS AND IMPROVEMENT THROUGH PERCEPTUAL TRAINING

Woodward Public Schools
Woodward, Oklahoma

Overv[illegible]

This program was implemented to predict which students would have reading difficulties so that the teacher could program materials and methods to satisfy the children's needs at the early childhood education stage.

Target Population

The target population for the program was all teachers of grades one through six. The children of grades one through six of all the primary schools in the Woodward Public Schools also participated.

Major Purpose and Objectives

The purpose of this program was to provide consultant and in-service training designed to assist teachers in recognizing learning disabled children and in translating learning principles into practices which would assist these students. Furthermore, the program was to provide treatment services to children with learning difficulties. The main objectives of the program were to: 1) equip children with effective and useful reading readiness skills during the years of early childhood education, and 2) provide children with learning experiences whereby they could obtain success at a performance level which decreased frustrations. It was hoped that these successes would lead to formation of better attitudes toward learning and more favorable self-concept.

Activities

The program was developed with comprehensive consideration given to the three primary domains of development: the cognitive, the affective and the psychomotor. Continuous workshops on diagnosing potential learning failures were coordinated by personnel of the Central State University and by a consultant from the Northwest Guidance Center. Teachers received further training to improve their ability to: 1) administer and score certain diagnostic tests, 2) interpret results of diagnostic tests, and 3) utilize results for prescriptive purposes. The teachers received further training and assistance from two visiting psychologists. This assistance was of an individual nature and was received in the classroom. Teachers from other jurisdictions and states have voluntarily attended the lectures and seminars.

Evaluation Strategy

The extent to which teachers improved in the intended skill areas was examined by program staff in the course of conducting training sessions. Classroom observation of teachers by psychologists evaluated how well skills were being used. The improved achievement among the students served was determined using the Metropolitan Achievement Test and the Metropolitan Readiness Test.

Evaluation Findings

Significant progress of the children was indicated by pre- and post-tests of achievement. Results of classroom observation of teachers indicated that there had been improvement in classroom skills.

Cost: $172,400 for 1972-73

Contact Person

Dr. Lloyd L. Kutch
Assistant Superintendent
10th and Main
Woodward, Oklahoma

Major Descriptors

Diagnostic teaching
Educationally disadvantaged
Inservice education
Psychologists
Reading

Minor Descriptors

Cognitive development
Elementary school students
Emotional development
Reading readiness
Student attitudes

REDUCING READING FAILURES
A PERCEPTUAL DEVELOPMENT PROGRAM
School District #4J
Eugene, Oregon

Overview

It is estimated by various authors that from 10 to 40 per cent of the children who enter school have perceptual problems that interfere with their ability to cope with the academic processes in reading, writing, and spelling. A lag in the identification of these pupils has allowed failure and frustration to build to a level where it has been frequently impossible to counteract the damage done. The *Perceptual Development Program* was designed to attack the problems as early as possible in the child's learning development.

Target Population

The target population was the group of students who had perceptual problems which would impede the development of reading skills. The entire first grade population was screened to identify the target group.

Major Purpose and Objectives

The two basic goals of the program were to: 1) develop a screening test to identify those children most likely to have perceptual problems learning to read, and 2) institute a program to assist the child in remediating perceptual difficulties and in becoming a successful reader. These objectives were based on the belief that: 1) perceptual deficits constitute an obstacle to learning; 2) perceptual deficits can be remediated; and 3) once remediation of the perceptual deficits begins, obstacles to learning will diminish.

Activities

Staff of the program prepared the Predictive Reading Test with seven subtests to examine areas of reversals, bender figures, pencil use, auditory discrimination, word matching categories and letters and numerals. Each subtest had a critical score. From 1968 to 1972, Predictive Reading Tests were administered to each first grade child in the selected schools. The criterion for child selection was failure on five or more of the subtests. Fifteen children who failed the greatest number of the subtests were placed in experimental classrooms where they were taught by teachers trained in techniques for remediating perceptual problems. A comparison group of pupils who were identified but not placed in experimental classrooms was set up. Groupings were also established to permit comparison of pupils participating in programs under Title I and Title III of the Elementary and Secondary Education Act.

Evaluation Strategy

The pre-test scores from the Predictive Reading Test were compared with scores obtained from the administration of the Gates-MacGinitie Reading Test, Level B.

The Vocabulary Standard score and the Comprehension Standard score for each child were averaged to calculate the Mean Standard Score.

Evaluation Findings

The Predictive Reading Test was determined to be an effective instrument for screening beginning first grade children to identify those children who were likely to have difficulty learning to read. The intervention program to assist children in remediating perceptual deficiencies was also found to be effective. This conclusion is supported by June 1970 data which shows that 76.2% of the experimental group performed above the mean minus one standard deviation level, while 48.5% of the comparison group performed above this level. The difference between these two percentages is significant at the .05 level of confidence.

Cost: $68,070 for 1972-73

Contact Person

Millard Z. Pond
Superintendent
200 N. Monroe Street
Eugene, Oregon 97402

Major Descriptors	Minor Descriptors
Diagnostic teaching Perceptually handicapped Reading tests Remedial reading	Elementary school students

REMEDIAL READING LABORATORY PROJECT

El Paso Public Schools
El Paso, Texas

Overview

City-wide test data revealed that a large number of children attending El Paso schools were reading below grade level. The *Remedial Reading Laboratory Project* was developed to provide reading aid to those children with the potential to achieve in reading comprehension and skills.

Target Population

The target group was comprised of 1,054 students in grades four through twelve. These students were predominantly Mexican-American, and economically and educationally disadvantaged.

Major Purpose and Objectives

The main objective of the program was to raise the reading achievement of the children by at least a 1.5-month gain per month of instruction.

Activities

Each qualified remedial reading teacher worked with eight to ten children at a time in daily sessions lasting 45 to 60 minutes. The teachers used data collected from several diagnostic tests to prescribe for the individual needs of the students.

The reading laboratories were equipped with Junior Control Readers, cassette recorders, listening stations, and numerous supplemental reading materials.

Evaluation Strategy

The Department of Research and Evaluation administered pre- and post-tests to determine the amount of gain achieved by the students.

Evaluation Findings

The test results indicated that the average monthly gain for all grades was 2.34 months per each month of reading instruction.

Cost: $146,610 for 1972-73

Contact Person

Edwa Steirnagle
Consultant
6531 Boeing Drive
El Paso, Texas 79925

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Major Descriptors

Educationally disadvantaged
Learning laboratories
Mexican-Americans
Reading
Remedial reading

Minor Descriptors

Audiovisual aids
Economically disadvantaged
Educational diagnosis

SURGE (STOP UP READING GAPS IN EDUCATION)

Pleasant Valley School District
Camarillo, California

Overview

SURGE was aimed at the "below potential reader." Included was the remedial reader, gifted reader, or middle reader who achieved below his potential as identified by the Durrell Listening/Reading Series.

Target Population

The program served 513 students (290 third graders and 223 fourth graders).

Major Purpose and Objectives

The objective of the program was to reduce the discrepancy between reading achievement and capacity by emphasizing: 1) comprehension, 2) word analysis, 3) auditory discrimination, 4) basic study skills, 5) sight vocabulary, 6) spelling, and 7) sound discrimination.

Activities

Participating teachers were given pre-service training, and in-service sessions were conducted for continued assistance to them. The students were tested, screened, profiled, diagnosed and prescribed for, and placed in small student groups or individualized teaching situations.

Evaluation Strategy

Teachers used the Self-Evaluation of Competency in Teaching Reading Test and the Assessment of Teacher Competence form. Pupil growth was measured by standardized tests. Pre- and post-test results were compared.

Evaluation Findings

Ninety-five and nine tenths per cent (95.9%) of the teachers reported an increased self-concept. One hundred per cent (100%) of the teachers demonstrated increased competency.

Pupil testing results showed that an individual percentage achievement of 70% accurately reflected accomplishment. The overall evaluation of students showed that substantial growth took place in all areas.

Cost: $59,744 for 1972-73

Contact Person

Mrs. Catherine J. Dixon
Coordinator
600 Temple Avenue
Camarillo, California 93010

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Major Descriptors

Elementary school students
Individualized instruction
Reading
Remedial reading
Underachievers

Minor Descriptors

Elementary school students
Reading instruction
Small group instruction
Teacher education

YOUTH TUTORS YOUTH
Lamar Area Schools
Lamar, South Carolina

Overview

Youth Tutors Youth was a program designed to help young children who had reading difficulties. In the program, specially trained high school students tutored a group of elementary level children who needed additional instruction in reading. The aim of the program was not only to improve the reading performance of the tutees, but also to enhance the educational experience of the tutors.

Target Population

The target group was comprised of second and third graders whose reading achievement was at least one year below grade level and also included ninth through twelfth graders who served as tutors. Seventy-two students participated in the program.

Major Purpose and Objectives

The program had two primary objectives: 1) to improve the reading achievement of the tutees by at least six months, and 2) to improve the self-concepts of the tutees.

Activities

Tutors were selected from a group of high school students with above average academic records. They were instructed in the effective use of instructional materials, and in establishing rapport with young children. Communication skills, especially those in the area of language development, were also a basic part of the preliminary training. In addition, the tutors were introduced to a variety of approaches to teaching reading. This instruction of the tutors was continued throughout the school year in weekly training sessions.

The tutors met four times weekly with their pupils, usually two at a time. To aid the children, the tutors used a variety of approaches to reading. The central method of instruction, though, was a language experience approach.

Evaluation Strategy

Gates-MacGinitie Reading Test; Stanford Reading Test, When Do I Smile? (self-concept test); and the Tennessee Self-Concept Scale were administered.

Evaluation Findings

The evaluation figures on student performance in the reading skills areas indicated an average gain of one year. The self-concept scales showed a marked improvement in pre- and post-test scores.

Cost: $21,695 for 1972-73

Contact Person

Mrs. Ann B. Hargrove
P O Drawer 327
Lamar, South Carolina 29069

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Major Descriptors

Communication skills
Reading
Reading development
Self-concept
Tutoring

Minor Descriptors

Elementary school students
Reading instruction
Secondary school students

Chapter 5 BEST COPY AVAILABLE

GENERAL ELEMENTARY EDUCATION AND GENERAL SECONDARY EDUCATION

"The terms General Elementary Education and General Secondary Education...usually refer to instruction which takes place in a self-contained class. Learning experiences are concerned with the knowledges, skills, appreciations, attitudes, and behavioral characteristics considered to be needed by all pupils in terms of the broad educational outcomes which should be achieved by all pupils to the limits of their capacities during the elementary and secondary school years or grades."

Standard Terminology for Curriculum and Instruction in Local and State School Systems, NCES, 1970

ASSESSMENT OF LEARNING PRESCRIPTIVE INSTRUCTION FOR EARLY CHILDHOOD EDUCATION

La Mesa-Spring Valley School District
La Mesa, California

Overview

Learning Prescriptive Instruction concentrated upon in-service training for kindergarten and first grade teachers. It also trained teachers of grade two to follow through with progress data assessment.

Target Population

Target population was 1,080 first grade pupils and 19 teachers.

Major Purpose and Objectives

The objectives were to: 1) assess the developmental levels of kindergarten and first grade pupils on a pre-test, post-test basis; 2) provide in-service training to aid teachers in implementing assessment data in individualized program instruction; and 3) employ and train instructional aides for kindergarten and first grade teachers.

Activities

Teachers and aides were trained in: 1) methods of diagnosing pupils' strengths and weaknesses, 2) administration of diagnostic tests, 3) increasing the adult-pupil ratio for small group instruction, and 4) emphasizing individualized instruction.

Evaluation Strategy

Assessment Program of Learning Levels (APELL) on a pre-test and post-test basis to kindergarten pupils and the Standard Early School Achievement Test were administered. Questionnaires were used to determine efficiency of in-service education programs for kindergarten, first grade and second grade teachers.

Evaluation Findings

Learning performance objectives of kindergarten pupils were accurately predicted in the cognitive skills areas of pre-reading, pre-math and language. Teachers did successfully assess the knowledge of kindergarten pupils in these areas. Teacher attitudes toward the concept of pupil assessment were enhanced through in-service training.

Cost: $84,152 for 1972-73

Contact Person

Albert W. Lantz
4750 Date Avenue
La Mesa, California 92041

(714) 469-6171

Major Descriptors	Minor Descriptors
Educational diagnosis Elementary school students Individualized instruction Inservice teacher education Teacher aides	

AUGMENTED SERVICES TO PREVENT LEARNING DISABILITIES
New Halstein Elementary School
New Halstein, Wisconsin

Overview

The New Halstein Joint District program in rural Wisconsin was designed to provide specialized services to economically and socially deprived preschool through eighth graders and their families. These services were intended to prevent learning disabilities and enable the children to succeed in their personal motivation and formal education. *Augmented Services to Prevent Learning Disabilities* was dependent upon both home and school cooperation.

Target Population

The target group included preschool through eighth grade children. Particular attention was given to children from broken homes or homes where there were problems adversely affecting the children. There were 120 participants.

Major Purpose and Objectives

The purpose of the program was to provide positive self-images for the children involved so that they would succeed in school and be better adjusted to their families and the world around them.

The objectives were to: 1) provide experience necessary for preschool children to acquire the skills, attitudes and concepts necessary for school readiness; 2) provide additional help to those children eligible for first grade, but who needed additional help in their transition from kindergarten to first grade; and 3) assist children with motor difficulties to overcome their weaknesses and to prevent learning disorders which result from poor performance in perceptual motor tasks.

Activities

The program provided the full range of activities commonly expected in a preschool program. Activities for the preschoolers included field trips through their community and a farm. Speech therapy was given for the transitional first grade.

A wide range of technical assistance was provided to the families in the target community including a reading clinic, nutritional guidance and library orientation.

Families were provided library kits from the Home Media-Visitation program. Included in the kits were film strips, records, tapes, instructional materials, study prints and reference materials.

Evaluation Strategy

Achievement was measured by locally prepared and standardized tests and rating scales. The Frostig Test of Visual Perception, the Purdue Perceptual Motor Survey, and the Stanford University Achievement Test were included.

Evaluation Findings

Total test findings led the program staff to the conclusion that though giant strides were not made they were seeing success in happier, "more" well-adjusted boys and girls who were progressing in school as a result of the program.

Cost: $28,000 for 1972-73

Contact Person

Mrs. R. Freiburger
New Halstein Public Schools
ESEA Title I
1715 Plymouth Street
New Halstein, Wisconsin 53061

Major Descriptors

Economically disadvantaged
Learning readiness
Self-concept
Social development
Socially disadvantaged

Minor Descriptors

Elementary school students
Family-school relationship
Field trips
Speech therapy

BACSTOP
BETTER ACQUISITION OF COGNITIVE SKILLS THROUGH OUTDOOR PROGRAMMING
Battle Creek School District
Battle Creek, Michigan

Overview

Better Acquisition of Cognitive Skills Through Outdoor Programming (BACSTOP) was developed to put into use a series of structured experiences in a wilderness setting to generate significant desirable changes in the feelings and attitudes of students and faculty. A philosophy and technique similar to *OUTWARD BOUND* was designed for *BACSTOP*.

Target Population

The target group consisted of 280 seventh grade students and twelve faculty members from Northwestern Junior High School.

Major Purpose and Objectives

The objectives of BACSTOP were to: 1) reverse racial separation, 2) reduce racially related negative incidents, 3) increase teacher-administrator-counselor perception of black/white relationships, 4) decrease absenteeism, 5) improve student grade point average, and 6) increase student performance on standardized tests.

Activities

Outdoor sessions were scheduled throughout the school year and were conducted at the Outdoor Education Center at Clear Lake. In all sessions the student-leader ratio was 10-1. The students and faculty lived in residence at the center for the duration of each session.

The sessions included activities designed to create a feeling of unity among the students, stimulate compassion and responsibility, and provide a non-threatening atmosphere among the faculty and students.

Evaluation Strategy

Photographs, school records, student records, faculty observation, and pre- and post-test scores of the Metropolitan Achievement Tests were used to evaluate the program.

Evaluation Findings

The evaluation findings were as follows: The only areas in which black and white students were observed to mix freely, other than BACSTOP activities, were self-contained at the seventh-grade level in the classrooms and library. It is felt that peer pressure from the eighth and ninth graders prohibited any overt manifestations of friendship outside of the areas.

The occurence of racially related negative incidents was reduced by 66%. All target faculty members indicated an increased perception of black/white relationships.

There was no change in the rate of absenteeism. Because of a high percentage of teacher turnover, it was determined that no valid comparison of grade point average could be made.

The target students achieved a mean gain of 22 percentile points on the achievement test.

Cost: $96,000 for 1972-73

Contact Person

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Battle Creek, Michigan

(616) 962-5581

Major Descriptors

Camping
Outdoor education
Race relations
Student attitudes
Resident camp programs
Teacher attitudes

Minor Descriptors

Administrator attitudes
Attendance
Peer relationship
Racial attitudes
Secondary school students

CHESTERFIELD PROJECT PAL
Chesterfield County Schools
Chesterfield, South Carolina

Overview

Project PAL (Practical Application to Learning) was designed with a two-fold purpose: to develop a willingness among school personnel to explore new methods of interdisciplinary instruction, and to create an awareness of non-conventional teaching techniques that would be effective for potential dropout students.

Target Population

The 1972-73 demonstration program involved 50 students in the ninth grade and 25 students in the tenth grade who were enrolled in Chesterfield Junior and Senior High Schools, respectively. Students selected for the program were those who: 1) were reading below grade level, 2) scored below average on mathematics and English or social studies tests, and 3) lacked interest in all academic areas. Selection was also based upon the recommendations of teachers and counselors.

Major Purpose and Objectives

The three major objectives of Project PAL were to: 1) significantly reduce the dropout rate of ninth and tenth grade students in the Chesterfield secondary schools; 2) increase the achievement level of ninth and tenth grade students in mathematics, English and social studies; and 3) reduce the percentage of 1971-72 subject failure rates.

Activities

A team-planning, team-teaching interdisciplinary approach, utilizing mathematics, language arts and social studies, was developed. The major program effort focuses on an interrelation of the subjects in order to increase understanding of their relevance and importance. Instruction utilized the principles and methods developed by the PAL Program in the San Lorenzo Valley High School, Felton, California. Cooperating teachers for each group of students developed the program through a team effort. Teachers were hired for a three-week period in the summer for planning purposes. Monthly workshops were conducted to train teachers in the selection of materials, in methods of designing practical experiences in the subject areas, and in skills for aiding students in the development of positive self-concepts.

Evaluation Strategy

Various evaluation methods were used to measure the success of the project. In order to measure improved achievement and mental ability growth, the California Achievement Tests (1970 edition) and the California Survey of Mental Maturity were administered in a pre- and post-test format.

The impact of the project on dropout rates for ninth and tenth grade students was determined by utilizing the chi-square goodness-of-fit technique. This technique indicated whether or not a significant difference existed between the observed frequency of dropouts and a hypothetical frequency calculated from dropout data available prior to the 1970-71 and 1971-72 school years.

To measure the reduction in failure rates, the percentages of failures by subject area were computed and compared with the 1971-72 percentages. Additionally on-going project evaluations were performed in monthly sessions involving the project implementation team and the subject area consultant.

Evaluation Findings

The evaluation of the project indicated partial success. However, the findings suggested that achievement by classes was not uniform; that students were still "turned off;" that achievement could not be readily measured by standardized testing; and that greater effort was needed to interrelate subject areas. The project was able to retain a greater percentage of its students compared to the general school population. While the percentage of failures was below the district levels, the project was not as successful as anticipated in this area. Based on the preliminary successes of the project, expansion is planned into the 11th grade.

Cost: $27,200 for 1972-73

Contact Person

Mr. Theo L. Lane
Superintendent
Chesterfield County Schools
Chesterfield, South Carolina 29709

(803) 623-2175

Major Descriptors

- Dropouts
- Educational strategies
- Student motivation
- Teaching methods
- Team teaching

Minor Descriptors

- Secondary school students

COMPENSATORY EDUCATION
Cabell County Board of Education
Huntington, West Virginia

Overview

The *Compensatory Education* program was designed to provide assistance to children in the areas of reading and math. It also sought to develop positive attitudes in the participants and their families. This program was carried out with the aid of consultant teachers.

Target Population

One thousand five hundred ninety-three (1,593) economically and socially deprived youth were included in the program. The emphasis was placed on the first through eleventh grades.

Major Purpose and Objectives

The objectives of the project were to: 1) provide a program of individualized instruction for students having problems in reading and/or math; 2) work toward the improvement of the attitudes of the students toward school; 3) assist eligible, participating students in obtaining assistance from existing community agencies; and 4) promote good relationships between home and school.

Activities

Visits were made by the home-school coordinators with the aim of improving attitudes of students and parents toward school. The home-school coordinators made 3,546 referrals of eligible, participating students for assistance from existing community agencies. Another activity was the in-service training of teachers in the Compensatory Education program for remedial reading and mathematics.

Evaluation Strategy

Evaluation of the program involved pre- and post-testing utilizing the Doren Diagnostic Reading Test of Word Recognition Skills, Slosson Oral Reading Test, California Achievement Test (mathematics), Educational Development Series (mathematics), and the Key Math Diagnostic Test.

Evaluation Findings

It was found that the most significant change in the students participating in the project was their achievement in math and reading. Through the supportive services of the home-school coordinators many children were encouraged and helped to stay in school.

Cost: $478,690 for 1972-73

Contact Person

W. W. Fredeking
Cabell County Schools
ESEA Title I
620 20th Street
Huntington, West Virginia 25703

Major Descriptors

Economically disadvantaged
Family school relationship
Individualized instruction
Mathematics
Reading

Minor Descriptors

Community agencies
Elementary school students
Inservice education
Secondary school students
Student attitudes
Student improvement

COMPREHENSIVE COMPENSATORY EDUCATION PLAN
San Bernardino Unified School District
San Bernardino, California

Overview

School and community representatives expressed the need for a program which would ensure that every child would have the opportunity to succeed educationally to the full extent of his potential. Studies and experiences had indicated that many children from economically deprived homes achieve at a rate considerably lower than the expected rate of educational growth.

Target Population

All elementary school children age five through eleven who were educationally and culturally deprived.

Major Purpose and Objectives

The purpose of this program was to raise the academic achievement level of identified pupils in reading and mathematics. Procedures were implemented to: 1) organize, sequence and refine materials which had been locally developed, and modify such materials whenever needed; 2) program a seven-month standardized test - retest interval to measure growth of pupils; 3) initiate in-service training for teachers and aides; 4) provide a mathematics and a reading resource teacher for each unit; and 5) involve parents and other supportive personnel in the instructional program.

Activities

Diagnostic test results and performance records were recorded. Pupils were instructed in areas of weakness indicated by the pre-test using practice and review exercises along with individualized help from the resource teachers, auxiliary personnel and parents. Pupils' self-image and mastery of basic skills were enhanced by the implementation of the Sequenced Individualized Learning System which had been designed for this specific purpose.

Evaluation Strategy

A team of consultants evaluated the program by using the instrument especially sequenced to measure the objectives. Pre- and post-test scores and diagnostic profiles were used to measure improvement. The program was also evaluated by a Title I Evaluation Team.

Evaluation Findings

Overall results indicated a high degree of satisfaction with the compensatory program. Comparison of pre- and post-test results showed cognitive and affective growth on the part of students. The evaluators concluded that the program was a model for community involvement in an increased achievement project.

Cost: $1,444,000 for 1972-73

Contact Person

Mr. N. Roberts
799 F Street
San Bernardino, California 92410

Major Descriptors

Culturally disadvantaged
Curriculum development
Educationally disadvantaged
Mathematics
Reading

Minor Descriptors

Basic skills
Educational diagnosis
Elementary school students
Parent participation

CON-QUEST
Connellsville Area School District
Connellsville, Pennsylvania

Overview

Administrators and community planners of Connellsville, Pennsylvania had become deeply concerned with student and teacher apathy and frustration. They felt the need to change the school environment to a personalized, humanized and individualized student center program which would permit the student to develop his own learning style. The transition from grade six to junior high school was a major consideration in the development of *Con-Quest*.

Target Population

One hundred six (106) seventh and eighth grade pupils from feeder elementary schools.

Major Purpose and Objectives

The major objective was to create a learning environment in which the student could develop an appreciation for learning activities. In this environment, the pressures of subject-oriented methods were to be lessened and the student was to be encouraged to explore individual interests. Objectives of the teachers were to: 1) know the student as a person, involve him in peer group dynamics and direct him toward a positive self-image; 2) change from the authoritarian teacher-centered role to a role which was supportive to the student-centered approach; 3) establish individual standards to record continuous growth; and 4) fully use staff resources.

Activities

Activities and strategies developed to reach the program objectives included several key elements: 1) post-test results which served to place the child in a classroom where he found self-pacing materials, learning centers for special interests, tutors when needed, and a flexible schedule with few time limitations; and 2) team teaching. The key curriculum subjects were integrated and interdisciplinary learning activities were enhanced by audio-visual materials and well-planned field trips.

Evaluation Strategy

Teachers' reports, post-test scores on standardized tests, and reactions from parents.

Evaluation Findings

Pupils exhibited growth in self-direction, self-esteem and self-power. Absenteeism was half that in other schools. One hundred one (101) of the 106 pupils developed into successful learners. Comments from teachers and parents were very positive.

Cost: $26,800 for 1972-73

Contact Person

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Connellsville, Pennsylvania 15425

Major Descriptors

Individualized curriculum
Self actualization
Staff utilization
Student centered curriculum

Minor Descriptors

Autoinstructional aids
Flexible scheduling
Peer relationship
Secondary school students
Self concept
Team teaching

COOPERATIVE HELP IN LEARNING DEVELOPMENT (CHILD)

Kankakee School District #111
Kankakee, Illinois

Overview

Cooperative Help in Learning Development was developed by the Kankakee School District in 1971 to provide specialized services to pupils who were failing to get a good start in the school program. This program involved public and non-public schools in both urban and suburban areas.

Target Population

The target population consisted of pupils enrolled in the kindergarten and primary grades and five-year-olds who were not enrolled.

Major Purpose and Objectives

The purpose of this program was to reduce failure by identifying learning skill deficiencies which inhibit the learning of children, by prescribing and administering treatment, and by evaluating treatment procedures, methods and outcomes during the early years of a child's formal education.

Activities

The program included several activities contributing to the reduction of failure. Announcements were made in the local media and parent-teacher organization meetings to find the five-year-olds who were not enrolled in a kindergarten or a preschool program. Auxiliary personnel (such as home-school coordinators, speech and language therapists, screening specialists and test administrators) were employed and given specific training.

Parent involvement gave an important assist to the pupils and the parents. Parents were given specific indications for improvement of the learning development of their children, based on weaknesses identified from a pre-test or from teacher observation. Counseling services were given to parents with family problems.

Evaluation Strategy

The following standardized pre- and post-test instruments were used: the Peabody Picture Vocabulary Test; the Weschler Preschool and Primary Scale of Intelligence Vocabulary Test; the Development Test of Visual Motor Integration; the Illinois Test of Psycholinguistic Abilities; the Frostig Development Test of Visual Perception; the Slossen Intelligence Test; and Project CHILD's Diagnostic Test of Educational Skills.

Evaluation Findings

Students with specific severe learning skill deficiencies, as identified by the Peabody and the Weschler pre-tests, showed a significant gain on the post-test after receiving individual and prescriptive instruction.

Gains from four months to three years were made in all categories. Pre- and post-test results for all kindergarten children receiving CHILD services were generally significant. In all cases, positive results were achieved. The effort to get more five-year-olds in school resulted in 85% of the target population being enrolled, while only 55% would have normally enrolled.

Outside evaluation through Title III ESEA was very positive. A high degree of favorable responses from parents and professionals were noted. The evidence of growth on the standardized tests indicated that the prescriptive teaching method, aimed toward the prevention of failure, was effective to a significant degree

Cost: $253,623 for 1972-73

Contact Person

Mr. Marven L. Jones
Director
1310 East Court Street
Kankakee, Illinois

(815) 933-2271, ext. 72

Major Descriptors

Basic skills
Educational diagnosis
Parent participation
Student improvement

Minor Descriptors

Elementary school students
Individualized instruction
Testing

CREATIVITY IN THE CLASSROOM IN-SERVICE TRAINING FOR TEACHERS

Stratford, Connecticut

Overview

Creativity in the Classroom was organized as a cooperative enterprise by the New Haven and Bridgeport, Connecticut school systems and participating independent schools. The American Shakespeare Theatre of Stratford also participated in the development of the program. A great concern was the difficulty arising in the management of learning in the middle grades (4 through 8) of the inner-city schools.

Administrators and community leaders felt that problems of the middle school classroom in the areas of relationship among students and between teachers and students could be improved through the interaction among school systems and a theatre arts resource.

Target Population

The teachers were self-selected. Fifty teachers from each of the two cities and approximately 6,000 students from grades four through eight were involved in 1972-73.

Major Purpose and Objectives

The major purpose of this program was to train teachers to develop their own creativity and classroom effectiveness. The teachers were to learn how to act and react in transactions with their students. They were to develop new teaching techniques and to involve their students in curricular activities which enriched the traditional approach. The training also intended to change teachers' attitudes and to permit teachers to learn more by sharing their experiences.

Activities

A one-week workshop as well as four consecutive week-end workshops were conducted where participants became actively involved and acquainted with theatre games and improvisations. Periodic follow-up visits were made to participants at their school by the project staff in order to assist teachers in the implementation of the workshop techniques. Teacher-felt classroom needs were met by sessions in small groups. Students participated in the theatre and games improvisations in the areas of reading, media, and discipline (humanistic behavior).

Evaluation Strategy

The evaluation strategy included: 1) a rating scale on a pre- and post-survey, 2) observation sheets used during the classroom visits, 3) a teachers' checklist for follow-up discussions, 4) a teacher questionnaire, and 5) a pilot study group to determine the effect of the program on the attitude of students.

Evaluation Findings

Evaluation data indicated a positive shift in teacher attitudes toward awareness and interaction with students, significant changes in methodology, a positive change in the attitude of teachers toward staff and students, and a positive change in the behavior and performance of students. The results of the teacher self-rating scale were positive, and significant improvement was noted in student achievement. A significant decrease in disciplinary referals supported the judgment that the program objectives were attained.

Cost: $51,875 for 1972-73

Contact Person

Mary Hunter Wolf
Director of Educational Projects
1850 Elm Street
Stratford, Connecticut 06460

Major Descriptors

- Creative teaching
- Drama workshop
- School-community relationship
- Teacher attitudes

Minor Descriptors

- Elementary school students
- Inservice education
- Student improvement

CROSS-AGE TEACHING PROJECT
Ontario-Montclair School District
Ontario, California

Overview

In an effort to answer the educational needs for improved academic achievement and the development of an improved self-concept in pupils, the Ontario-Montclair School District began the *Cross-Age Teaching Project*. The term *cross-age teaching* is defined as a *dynamic teaching-learning process where older students help younger students with their learning problems on a one-to-one tutorial basis.*

Target Population

Students participating in the program were characterized as being potential dropouts, slow learners or educationally disadvantaged. Fourth, fifth and sixth grade students comprised the learners, while seventh, eighth, and ninth graders made up the teaching group.

Major Purpose and Objectives

The overall objective of the program was to improve the academic achievement and social adjustment of the students.

Activities

The teaching students received a three-week training session prior to cross-age interaction, where they were oriented to the purposes of the techniques of cross-age teaching. They also had content training sessions each Monday and feed-back sessions each Friday. These sessions were conducted by two elementary and two junior high teachers.

The older students were transported three times each week to the elementary schools. Each teacher was matched with a learner for specific help in subject areas and/or interpersonal relationships as prescribed by the classroom teacher. The tutoring sessions lasted 40 minutes each day.

Evaluation Strategy

The evaluation was divided into five categories: academic learning, self-concept, social acceptability, discipline, and attendance. Pre-test data were collected in October and post-testing was done in May. Tests included the California Achievement Tests and the McDaniel Inferred and Self-Concept Scales. Sociograms and school records were also used.

Evaluation Findings

The students showed significant gains in academic learning, improved self-concepts, growth in social acceptability, and increased attendance rate. There appeared to be no change in discipline.

Cost: $59,000 for 1972-73

Contact Person

Mr. Charles Morris
1540 South Sultana
Ontario, California 91762

(714) 984-3385

Major Descriptors

Educationally disadvantaged
Social development
Student improvement
Tutoring

Minor Descriptors

Dropouts
Elementary school students
Secondary school students
Self-concept
Slow learners

DEMONSTRATION PROGRAM IN READING AND MATHEMATICS
Terrace Hills Junior High School
Colton, California

Overview

The Mexican-American students at Terrace Hills Junior High School were at a disadvantage. Often, the teaching of concrete and abstract skills was not well adapted to their language and culture. Many students lacked environmental aids to learning such as exposure to magazines, newspapers and books in the home and to cultural and recreational activities. For other children, the models for living and aids to learning provided by television and textbook examples were unrelated to their home environments. Because of these disadvantages, these students were underachieving in reading and math. The *Demonstration Program in Reading and Mathematics* was developed as an alternative approach to the teaching of these subjects to the Mexican-American students. The program focused on the use of instructional materials other than State adopted textbooks.

Target Population

This program was directed toward 260 disadvantaged students in the seventh grade.

Major Purpose and Objectives

The objective was to improve the reading and math skills of the target group. An average gain of nine months in both areas was the expected level of improvement.

Activities

The content of the program included the use of mini-units in reading and the Madera math program. Students in reading classes were grouped through self-selection processes and received some diagnostic programming based on teacher evaluations. The mini-courses allowed the students to choose their own learning vehicles through which they studied the skills necessary to improve in reading. For math improvement, the students were grouped according to achievement. Within these groups, they advanced at their own rate of progress.

Evaluation Strategy

Evaluations were conducted four times throughout the year. The instruments used included the California Test of Basic Skills and the Wide Range Achievement Test.

Evaluation Findings

A comparison of the pre- and post-test scores revealed an average gain of ten months in reading and eleven months in math.

Cost: $90,000 for 1972-73

Contact Person

Miss Nancy Norton
22579 DeBerry
Colton, California 92324

(714) 783-0751

Major Descriptors

Culturally disadvantaged
Mathematics
Mexican-Americans
Reading
Remedial mathematics

Minor Descriptors

Grouping (instructional purposes)
Secondary school students
Self-directed groups
Underachievers

DEVELOPMENT CAREER GUIDANCE
Detroit Public Schools
Detroit, Michigan

Overview

The *Development Career Guidance (DCG)* program was developed with the purpose of reducing the dropout rate in the Detroit Public Schools. Its philosophy was to make careers the center of interest to which all activities of the schools could be related via a counseling and guidance oriented staff.

Target Population

The target group was comprised of 6,000 Title I students from selected schools in kindergarten through grade twelve.

Major Purpose and Objectives

The program had three primary objectives: 1) to reduce the dropout rate in the program region, 2) to raise the level of occupational-educational aspirations of students in the program region, and 3) to achieve a rise in the percentage of high school graduates going on for post-high school education and training.

Activities

Career interest was established as the core around which all the educational experiences of the schools were related either directly or indirectly. The activities most frequently used by the DCG personnel to permeate the schools with career interest included individual and group counseling, field trips to surrounding industries, guest speakers, and the dissemination of career information through the use of career games, audio-visual materials and school assemblies. Scholarships and employment services were made available to high school seniors. Teachers were provided with handbooks and workshop training sessions. Parent groups were organized and became an integral part of the school program.

Evaluation Strategy

The evaluation design called for the measurement of the attainment of program objectives by means of examining and comparing the program school records, interviewing the students, and interviewing and consulting with the parents.

Evaluation Findings

The data collected provided strong evidence that the program accomplished its objectives. The program high school reduced its dropout rate by 10%. Forty-one per cent (41%) of the high school graduates were accepted in college, and 63% indicated a preference for professional careers.

Cost: $418,418 for 1972-73

Contact Person

Dr. Louis Monacel
Superintendent
5057 Woodward Avenue
Detroit, Michigan 48202

(313) 494-1679

Major Descriptors

- Career education
- Career planning
- Dropouts

Minor Descriptors

- Elementary school students
- Parent participation
- Secondary school students

DUAL AUDIO TV INSTRUCTION-A MASS BROADCAST SIMULATION

Office of Curriculum and Instruction
Board of Education
Philadelphia, Pennsylvania

Overview

How can the American child who watches commerical TV an average of 24 hours a week be helped to learn more from such a major investment of time and attention? Initial studies have indicated that learning while watching commercial TV can be increased if children listen to a simultaneous "dual audio" radio broadcast which teaches during the silences in the TV program. This project was developed to clarify the potential of such dual audio television instruction as an effective mass educational medium.

Target Population

The project focused upon six elementary schools from the inner city district which were 99% black. In 1972-73, 1,800 students from kindergarten through grade five participated.

Major Purpose and Objectives

The primary objectives of the project were to ascertain: 1) the practicality of conducting dual audio TV instruction over a two-month period, including working arrangements with TV and radio stations; 2) the amount of material learned from watching TV as usual versus the amount learned from watching under the conditions of the project; 3) the effect of dual audio instruction on the verbal interaction of children; and 4) the general reactions of parents, children and teachers to the project.

Activities

Dual Audio TV Instruction consisted of an educational commentary about a commercial TV program. The dual audio instruction was broadcast over an FM radio station while the TV program was on. but instruction occurred only during the "quiet times" in the program.

Participating students received the programs in their homes and parents were provided with booklets descriptive of the radio instruction that would take place. In this manner, parents were given the option to provide further instruction for their children. A control group of regular TV viewers was established.

Evaluation Strategy

The following steps were taken to evaluate the project: 1) after each program, all students were tested to determine growth in vocabulary and conceptual understanding; 2) parents were telephoned during the broadcasts to determine the degree of verbal interaction among the children; and 3) interviews were made to ascertain the general reactions of parents, students and teachers.

Evaluation Findings

Because harmonious relations were maintained with the TV and radio stations, the program was considered a practical means of instruction for the two-month study period.

Students participating in the project scored significantly higher on the tests than the control group. There was little difference in the amount of verbal interaction between the two groups.

The interviews conducted indicated an overall positive reaction to the project.

Cost: $56,000 for 1972-73

Contact Person

Mr. Terry Borton
Stevens School
13th and Spring Garden Street
Philadelphia, Pennsylvania 19130

Major Descriptors	Minor Descriptors
Mass instruction	Audio visual instruction
Community involvement	Communications skills
	Educational television
	Elementary school students
	Parent participation
	Radio

ELEMENTARY AND SECONDARY EDUCATION ACT INNOVATION PROGRAM
Francis Howell School District
St. Charles, Missouri

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Overview

Following a school-wide assessment which revealed a need for teachers to improve their learning diagnostic skills, the Francis Howell School District conducted an extended in-service training program for its teachers.

Target Population

All first through twelfth grade teachers employed in the Howell School District.

Major Purpose and Objectives

The *Elementary and Secondary Education Act Innovation Program* was designed to promote student inquiry and reduce the use of the lecture as a principal teaching technique. Since the school-wide assessment revealed that a substantial number of students were achieving below their academic potential, it was felt that teachers needed to be better trained to diagnose learning situations in order to overcome the learning difficulties of their various students. Because the school district utilized a year-round calendar, a major objective had to be the development of a logistical strategy for teacher training which was not dependent upon the traditional summer vacation.

Activities

The program was designed to provide teachers with work-release time, equipment, materials and consultant services for improving their ability to promote student inquiry, to more effectively diagnose the learning needs of students and to prescribe more appropriate instructional modes and materials for individual needs. As part of the program, teachers completed "Effective Questioning," a mini-course in which they participated in teaching sessions focusing on increasing student involvement in discussions. The same course was used to increase the percentage of teacher-generated questions which called for higher cognitive responses from students. Teachers participated in group activities conducted by consultants and worked with inquiry-oriented curricular materials in their own classrooms. The teachers improved their diagnostic and prescriptive abilities by studying and participating in activities which utilized *Behavioral Objectives and Action Words, Behavioral Objectives Collections,* Westinghouse Corporation; *Preparing Instructional Objectives,* Mager; and *Developing and Writing Behavioral Objectives,* Educational Innovators Press. Teachers were also required to become familiar with other studies which included *Prescriptive Math Inventory, In-Service Reading Program, Science Process Measure,* and *Special Skill Series in Reading.*

Evaluation Strategy

The evaluation consisted of a comparison of teacher's terminal behavior with the standards established by the program design. The instruments which were utilized in the evaluation included pre- and post-tests, an individualized instruction observation check-list, a social studies curriculum guide check-list, and a science curriculum guide check-list.

Evaluation Findings

As a result of participating in the program, teachers improved their skills in writing behavioral objectives and gained sufficient knowledge and confidence for individualizing at least one subject area for their respective students. Teachers also demonstrated sufficient awareness of and competence in diagnosing and evaluating individual learner needs. Further, they developed competency in providing instruction in science process skills. An additional indication of success was the high percentage of teachers who, as a result of the workshop activities, changed their teaching style.

Cost: $96,000 for 1972-73

Contact Person

Mr. C. Hensley
4525 Central School Road
St. Charles, Missouri

Major Descriptors	Minor Descriptors
Diagnostic teaching	Workshops
In-service education	
Teacher education	
Teacher qualifications	
Teaching methods	

EVALUATION TECHNIQUES FOR SMALL SCHOOLS

Minford Local Schools
Minford, Ohio

Overview

The Minford Local School District was faced with two problems frequently associated with small school districts: 1) a limited budget which lowered teacher qualifications, and 2) a limited ability to provide commensurate supervision. The dual problems for a faculty with a significant number of marginally qualified teachers and an administration with limited supervisory experience, and time for supervision indicated that systems of self-evaluation would be beneficial to this small school district. *Evaluation Techniques for Small Schools* allowed teachers to select a self-evaluation method from four established techniques designed to improve their teaching behavior.

Target Population

The program operated in the primary, middle and high school facilities of the Minford Local School District. The target population consisted of the principals and teachers of the kindergarten through the twelfth grade.

Major Purpose and Objectives

The specific program objectives were to: 1) instruct the program teachers to use various self-evaluation techniques to analyze their instruction at workshops, group meetings and individual conferences; 2) motivate teachers to identify goals for self-improvement and to work towards achieving those goals; 3) improve teacher attitudes toward supervision and to develop cooperative action to improve student learning experiences; and 4) analyze the feasibility of implementing self-evaluation techniques in school districts of similar size and circumstances.

Activities

During the month of September, a teacher training course comprised of two workshops was conducted by a team of specialists. At that time, each teacher made a pre-tape of his/her normal teaching practices. Beginning in October and continuing through April, the teachers were required to make at least one taping each month. Each participating teacher attended workshops, group meetings, and individual conferences throughout the school year.

The principals were also trained in the use of the appraisal systems and were responsible for conducting classroom observations and completing teacher appraisal forms.

Evaluation Strategy

The September, January and April tapes were used as comparison tapes for the program evaluation conducted in April and May. Perception surveys were administered to the teachers and principals in October and were repeated in April to provide a greater cross-section of evaluation procedure. A student perception survey, "About My Teacher," was administered in November and was repeated in April to add another dimension to the evaluation statistics. This student survey was developed and designed by an external evaluator.

Evaluation Findings

The comparison of the three sets of tapes concluded that, of the 32 teachers who completed the program year, 24 teachers made considerable progress, five teachers indicated fair progress, and three teachers' records were incomplete. The pre- and post-teacher perception forms reflected improved teaching behavior. However, according to the student perceptive survey, only four of the 20 teachers who administered "About My Teacher" showed improvement in their teaching behavior.

Cost: $26,000 for 1972-73

Contact Person

Mr. Jerry W. Jenkins, Director
Title III, ESEA
Minford Local Schools
P. O. Box 204
Minford, Ohio 45653

(614) 820-3895

Major Descriptors	Minor Descriptors
Evaluation	Elementary school students
Self evaluation	Secondary school students
Teacher evaluation	Teacher attitudes
	Teacher qualifications

AN EXEMPLARY PROGRAM OF WORK-STUDY AND VOCATIONAL CURRICULUM IMPROVEMENT

West Boylston School Community
West Boylston, Massachusetts

Overview

The *Work-Study and Vocational Curriculum Improvement* program was designed to provide a more meaningful and interesting curriculum for non-college-bound students. Through work-study programs they could more easily see the connection between what they were studying in school and what they were doing in their lives.

Target Population

The target population began with the twelfth grade boys in the industrial arts program, but rapidly expanded to include both girls and boys in the business education program. Eventually, the program reached all students in grades nine through twelve who were in the industrial arts and business education curriculum.

Major Purpose and Objectives

The major purpose of the West Boylston School program was to provide more individualized instruction for those students whose needs were not served and abilities not developed by a college-oriented curriculum. Several objectives of the program were to: 1) give non-college-bound students the opportunity to learn marketable skills in such occupations as machinist, carpenter, lathe operator, secretary, typist, file clerk and business machine operator; 2) make maximum utilization of the resources in the industrial and business communities; 3) develop habits of good citizenship; 4) teach each student to express himself clearly and correctly; 5) develop in the student an appreciation for, and understanding of, the nature of employment; 6) develop good work habits; and 7) develop neatness, orderliness, and other personal habits necessary for success in the world of industry and labor.

Activities

Some of the components of the program which produced highly successful results were: 1) a revision of the business department curriculum whereby students were able to learn basic business skills prior to grades 11 and 12 and to increase their knowledge in an environment that closely approximated the real world of business, 2) innovative after-school enrichment classes to improve business skills, 3) a chef's course offered to senior boys in the vocational track, 4) an auto mechanics course held twice weekly after school, 5) the Leuzinger Laboratory for building language through the use of dictaphone-like equipment donated by IBM, 6) a work-study program for a selected number of boys and girls who were placed in jobs early in the school year, 7) a Business Advisory Committee composed of four men representing various businesses who helped bridge the gap between the school and business community, and 8) contacts with similar programs in other school systems in Massachusetts and competent professionals on both the secondary and college level.

Evaluation Strategy

Qualified personnel from the faculties of Clark University, Harvard University, the Massachusetts State College System and the Department of Education were employed to evaluate the program. They consulted with the project director and the teachers in English, social studies, science, mathematics and guidance in the various phases of the academic curriculum developed for the program.

Evaluation Findings

After one year of the program, success in meeting all objectives could be seen. Students became more interested in school and received fewer warnings and deficiencies than in previous years. The participating students felt that their stature in the school was elevated from that of second-class students to students with a respected standing.

Cost: Not Available

Contact Person

Mr. George J. Smalanskas
Program Director
Crescent Street
West Boylston, Massachusetts 01583

(617) 835-4475

Major Descriptors

Community involvement
Job skills
Non-college preparatory students
Vocational education
Work experience programs

Minor Descriptors

Business education
Curriculum development
Individualized instruction
Secondary school students

FOLLOW THROUGH
Maine School Administrative District #24
Van Buren, Maine

Overview

The Van Buren *Follow Through* program was developed to provide a full range of services to disadvantaged children in order to give them an equal opportunity for a good start in their school experiences. The program implemented an open classroom approach which provided for individualized learning in an environment which allowed the student to develop a positive self-image as a learner.

Target Population

The children involved in this program were in kindergarten through grade four and from a low socio-economic background. They had previously been in a Head Start or similar pre-school program.

Major Purpose and Objectives

The program sought to: 1) help disadvantaged children attain achievement levels favorably comparable to non-disadvantaged children, and 2) promote the emotional development of the children.

Activities

The children worked in an atmosphere made rich in learning options through the use of interest centers, language experience activities and community resources. Teachers participated in staff in-service activities designed to aid them in establishing programs which provided for continuous progress. Supportive services were provided and parent involvement was encouraged.

Evaluation Strategy

Tests were adminsitered on a pre- and post-test basis. The Metropolitan Achievement Test, the Scamin Self-Concept and Motivation Inventory, and the Early School Personality Questionnaire were administered.

Evaluation Findings

The evaluation indicated that the program was effective in helping the target group attain achievement levels comparable to their non-disadvantaged classmates.

The findings showed that the Follow Through children grew in motivation, confidence and security.

Cost: $234,823 for 1972-73

Contact Person

Mr. Carlton J. Dubois
P O Box 68
Van Buren, Maine   04785

(207) 868-5257, ext. 6

Major Descriptors

Economically disadvantaged
Individualized instruction
Open education
Self-concept
Student improvement

Minor Descriptors

Elementary school students
Emotional development
Follow studies
Parent participation

FOLLOW THROUGH PROGRAM
Texarkana School District
Texarkana, Arkansas

Overview

For several years the Texarkana School District has demonstrated an interest in early childhood education as indicated by the implementation of various programs including a pre-school program for educationally and economically disadvantaged students. When Housing and Urban Development designated Texarkana as a participant in the Model Cities program, the district became eligible for funds for a *Follow Through Program.*

Target Population

A total of 540 students in grades one through three were involved in this program. Three hundred of these students were from low-income families and qualified under the OEO poverty guidelines for designation as a target group.

Major Purpose and Objectives

The project students were divided into two groups: target Follow Through and non-target Follow Through. The target Follow Through students would make a mean gain as great as the mean gain of the non-target Follow Through students. The non-target Follow Through students would make a mean gain as great as the mean gain of the non-Follow Through students. The target Follow Through students would exhibit an increased application of social skills.

Activities

The children used materials especially designed for individual instruction. Supportive services in the areas of health, psychology and speech therapy were provided. Parent-aides, after receiving training, worked in the classrooms with small groups of children, and were able to carry over many of the activities into the homes.

Evaluation Strategy

The materials used to evaluate this program included the Metropolitan Readiness Test, the Metropolitan Achievement Test, the SRA Assessment Survey, and a staff-made Social Skills Rating Scale. All tests were administered in September and May.

Evaluation Findings

The first grade students involved in the program surpassed the first two objectives by making a greater gain than the control groups. The second and third grade students met these objectives. The students did not meet the third objective.

Cost: $476,328 for 1972-73

Contact Person

Mr. W. S. Doles
15th and Jefferson Streets
Texarkana, Arkansas 75501

(501) 774-8111

Major Descriptors

Economically disadvantaged
Follow up studies
Individualized instruction
Parent participation

Minor Descriptors

Elementary school students
Health education
Speech therapy

HAMILTON PROJECT ADVENTURE
Wenham Regional High School
Hamilton, Massachusetts

Overview

Project Adventure sought to infuse into the faculty and students a sense that life is something into which one must dare to enter fully, actively, and compassionately.

Target Population

Students from the seventh through twelfth grades and their teachers.

Major Purpose and Objectives

The project staff developed a series of curricular and extra-curricular activities which individually and collectively were designed to give the participants: 1) an increased sense of their own competence and ability to work cooperatively and effectively within a task-oriented group, 2) an increased recognition of the relationship between verbal abstractions of the classroom and the reality of man-made societies outside of the classroom, 3) a sense of obligation and personal satisfaction in being a meaningful service to others, and 4) an understanding of the basic factors in decision making.

Activities

Small group assignments involved the students in effective interaction with persons and institutions within the towns, cities and natural areas outside the school. Students volunteered in a tutoring program in the elementary schools and helped in community institutions. A physical education program was implemented which made use of individual and group problems of a dramatic nature. Action seminars were established as multi-disciplinary courses, and a series of activities were made available to the students which included hiking, rock-climbing, cross-country skiing, winter camping, bicycling and white-water canoeing. Teacher training was instituted in the schools affiliated with the project.

Evaluation Strategy

Group evaluations, questionnaires, the Tennessee Self-Concept, the School Climate Survey, the Potter Internal versus External Control, and AAHPER PE Test were all a part of determining the project's success.

Evaluation Findings

Significant improvement in self-confidence, competence and self-concept among participants and less external control were perceived.

Cost: $111,000 for 1972-73

Contact Person

Mr. Robert Lentz
775 Bay Road
Hamilton, Massachusetts

Major Descriptors

- Citizenship responsibility
- Co-curricular activities
- Community service programs
- Self actualization

Minor Descriptors

- Athletic activities
- Camping
- Decision making
- Inservice education
- Interpersonal competence
- Secondary school students
- Small group instruction
- Volunteers

INDIVIDUALIZED TRANSITIONAL AND TUTORIAL INSTRUCTION

Fort Benton Public Schools
Fort Benton, Montana

Overview

The *Individualized Transitional and Tutorial Instruction* program was developed to provide an alternative means of instruction for those children in the district who had previously failed to achieve because of poor social adjustment and academic weaknesses.

Target Population

Designed for students deficient in basic skills as well as those who had difficulties in attitude adjustment, this program was directed toward 34 children in grades two through twelve. It served 15 students at the elementary level, 11 students in junior high, and 8 students in high school.

Major Purpose and Objectives

The purpose of this program was to improve the deficiencies of the children involved in the program. The main objectives were to ensure that: 1) the reading level of 70% of all target students in the elementary program would be raised by seven months in the year, 2) the achievement level of 70% of the target students at the elementary level would be raised by an average of seven months during the year in the basic skill areas, 3) the achievement level in the basic skills area would be raised six months for 70% of the students at the junior high level, 4) all students enrolled in the tutorial program at the high school level would complete the regularly enrolled courses and pass teacher-made tests in the school curriculum, 5) high school students enrolled in the tutorial program would succeed at the 90% level in graduation from high school, and 6) the negative self-attitude and negative attitude toward school would be changed to a positive attitude in 70% of the students enrolled in the program.

Activities

Target students in the elementary and junior high grades were taught as much as possible on a one-to-one basis with the help of aides. Each child was instructed at his or her own level of achievement. Math was self-paced, and reading and language arts were prescribed according to need. The high school students involved in the program were assigned to tutor-teachers from the community who coordinated their efforts with the classroom teachers. These students went to the tutor's homes to receive assistance in the content areas in which they had difficulties.

Evaluation Strategy

Student records and pre- and post-test scores from the Stanford Achievement Test and the School Sentiment Index were used.

Evaluation Findings

The evaluation indicated that only 61.5% of the elementary students gained seven months in reading. Therefore, this objective was not met. The remaining program objectives were met with the following results: 1) 76% of the elementary students made more than seven-months growth in the basic skill areas, 2) 72.7% of the junior high students gained six months or more in the basic skill areas, 3) all target high school students completed and passed their courses, 4) two senior high school target students graduated, and 5) 70% of the total students enrolled in the program showed more positive attitudes.

Cost: $23,750 for 1972-73

Contact Person

Mr. Richard T. Rate
Fort Benton Public Schools
Fort Benton, Montana 59442

(406) 622-5112

Major Descriptors

Basic skills
Reading
Self concept
Student attitudes
Underachievers

Minor Descriptors

Community involvement
Elementary school students
Individualized instruction
Secondary school students
Social development
Tutoring

INTERDISCIPLINARY CAREER EDUCATION PROJECT
Colorado Springs Public Schools
Colorado Springs, Colorado

Overview

The *Interdisciplinary Career Education Project (ICE)* responded to the problems of a low-income, minority junior high school characterized by apathy and under-achievement. It integrated career education with the academic curriculum, effectively influencing students' attitudes and developing progress toward career goals, while sustaining academic achievement.

Target Population

ICE was designed to serve junior high school students (grades 7-9) of varied backgrounds and a wide range of academic achievement. Only students who had major learning difficulties were not directly served, although the project may have been a potential source of motivation for these students. The project was conducted in South Junior High School in which 49% of the students were economically disadvantaged, 35% black and 23% Mexican-American. The student body was described as disenchanted with the traditional curricular emphasis upon general education and preparation for college.

Major Purpose and Objectives

ICE intended to provide students with the skills and information necessary for sound career choices. It intended to expand the curriculum in order to integrate academic achievement with progress toward career goals. ICE also planned to increase the motivation to learn, and to develop positive self-concepts and positive attitudes toward school and the world of work.

Activities

The students received a thorough orientation in seven career areas: Business, Communications, Manufacturing, Construction, Transportation, Health and Public Services. Each of these orientations was conducted within the framework of the existing curriculum. The emphasis in each academic area was related to the career area being studied. The learning activities used dealt directly with skills related to the career area. In addition to the emphasis placed on the career areas by the project teachers, field trips and resource persons were used extensively. The field trips were used to give the students first-hand exposure to the actual working conditions of persons employed in the career area.

The career education resources center provided information and materials on the widest possible variety of careers. The physical size of the resource center was rather small, but it provided a valuable service that was used extensively by students in their quest for information about careers.

Evaluation Strategy

The benefits for students were verified by comparison with a comparable student group at another school. The evaluation for process objectives included an analysis of the ESEA on-site Visitation Report and the results of the parents' questionnaires. The product evaluation includes measures from the cognitive areas, such as student achievement test results, and affective domain areas as measured by student questionnaires concerning self-concept, attitude towards school, and attitude toward the world of work.

Evaluation Findings

The overall results indicate a high degree of satisfaction by teachers, parents, and students. The evaluative data showed excellent progress toward attainment of all initial objectives.

Cost: $190,000 for 1972-73

Contact Person

Mr. Robert A. Forbes
Assistant Project Director
701 S. Nevada
Colorado Springs, Colorado

Major Descriptors

Career education
Economically disadvantaged
Student attitudes
Vocational education

Minor Descriptors

Job skills
Secondary school students
Self-concept

KINDERGARTEN OPERATION BOOSTER

Southeast Delco School District
Sharon Hill, Pennsylvania

Overview

The Darby Township School District, which borders the city of Philadelphia, contained a large number of culturally deprived and economically disadvantaged pupils. The impact of these environmental factors upon the elementary school experience was compounded by the lack of a kindergarten program. An experimental kindergarten program was introduced during the 1971-72 academic year. The unique feature of this program was classroom grouping by sex: 1) all male class with male teacher, 2) all female class with female teacher, 3) co-ed class with male teacher, and 4) co-ed class with female teacher. The sex separation component is a variation of other experiments which studied the under-achievement syndrome in males when they are in female dominated school experience.

Target Population

The program involved 300 children from suburban homes. This target population included disadvantaged, middle class and upper middle class students.

Major Purpose and Objectives

The major program purpose was to provide an effective kindergarten experience for disadvantaged children. The program design specified the following objectives as well: 1) to determine the effect grouping by sex had on pupil development, 2) to find if any of the groupings improved the IQ readiness for the first grade, and 3) to determine whether the grouping improved the personality adjustment of each child.

Activities

The project provided the full-range of activities commonly expected in a kindergarten experience. These included such supplementary features as health aids and services, and the involvement of parents in the kindergarten program. Certain other activities were conducted because of the sex differentiation aspects of the program design. These activities provided: 1) exposure of pupils to male and female images and roles through cultural media, 2) toys according to traditional preferences by sex, and 3) excursions to places in the community where people carry on such commonplace activities as working, buying goods and traveling.

Evaluation Strategy

The achievement of the boys was measured and compared to that of the girls using post-test results obtained by administering the Slossen IQ Test, Child Behavior Rating Scales and the Metropolitan Readiness Test.

Evaluation Findings

The all-male class made a gain of 2.09 on the Slossen IQ Test. The all-female class made a gain of 8.81. The male teacher co-ed class gained .39 and the female teacher co-ed class made a gain of 6.71. Changes in personality as measured by the Child Behavior Rating Scale were somewhat different. All-male class gained 1.3, all-female class 22.56, male teacher co-ed class 70.63 and female teacher co-ed class 65.59. The program had hoped to have all the children scoring at least in the 35th percentile. The all-male class scored in the 51st (average), all-female class in the 81st (high normal), male teacher co-ed class 53 (average), female teacher co-ed class 59 (average). These scores were based upon national scores for first-grade children.

Cost: $29,796 for 1971-72

Contact Person

Mr. W. A. Davis
Director
Compensatory Education Program
Sharon Avenue and Maple Street
Sharon Hill, Pennsylvania 19079

(215) 586-0210

Major Descriptors

Economically disadvantaged
Grouping (instructional purpose)
Social development

Minor Descriptors

Elementary school students
Parent participation

LEARNING CENTER PROGRAM
Palestine Independent School District
Palestine, Texas

Overview

The *Learning Center Program* provided an opportunity for children who were experiencing learning difficulties to work toward their optimum level through individualized instruction. The recipients of the program services were pupils who were not achieving at grade level expectancy.

Target Population

The target group consisted of 293 children in grades one through four who were not making the expected progress and did not meet the requirements for other remediation programs in the system.

Major Purpose and Objectives

The main objective of the program was as follows: upon completion of the school year, 50% of the participants would show a mean gain of one month per month of instruction from pre-test data to post-test data.

Activities

Following referrals by the classroom teachers, all students were diagnosed to determine specific weaknesses. After assessment of the data, the children were scheduled in the Learning Center from one to three hours daily depending on the severity of their problems.

All remedial measures were designed to build on strengths, to provide immediate success, and to promote self-confidence. As the children developed proficiency in the skill areas and gained self-confidence, consideration was given for their assignment back to their regular classroom.

Evaluation Strategy

The California Achievement Test was used to measure performance in grades two, three and four. The Wide Range Achievement Test was used at the first grade level.

Evaluation Findings

The test results indicated that at all grade levels, better than 50% of the students achieved a mean gain of one month per month of instruction.

Cost: $54,007 for 1972-73

Contact Person

Dr. Evans C. Hood
Superintendent
P O Drawer 440
Palestine, Texas 75801

(214) 729-1831

Major Descriptors

Educational diagnosis
Individualized instruction
Learning disabilities
Remedial instruction
Student improvement

Minor Descriptors

Elementary school students

MENTALLY GIFTED MINOR PROGRAM

La Mesa-Spring Valley School District
La Mesa, California

Overview

The *Mentally Gifted Minor Program* provided supplemental learning opportunities for selected pupils in the regular classroom. Pupils identified as gifted were clustered in one regular class on each grade level. The mentally gifted children in junior high school were grouped in sections of above average achievement.

Target Population

Five-hundred nine children were identified as gifted. The pupils were in grades four through eight and had an IQ score of 132 or above.

Major Purpose and Objectives

Specific objectives of the program were: 1) higher levels of cognitive skills, 2) independent learning processes, and 3) leadership talents and creative skills.

Activities

Two hundred minutes per week of special instruction were provided to the students. The teaching strategies included special study trips, use of community resource specialists and opportunities for individual and collective research in selected study fields.

The content areas for these pupils included the metric system, film making, architecture, astronomy, and electricity. Other academic study areas included special studies in economics, ecology, geology, world affairs, human relationship, creative arts, career education, music and zoology. Special library enrichment materials also were used.

Evaluation Strategy

Pupil progress in the program was measured through the use of a teacher evaluation questionnaire and a student self-appraisal inventory.

Evaluation Findings

In reading, language, and mathematics the pupils in the gifted program performed at a level of two years or more above the other children in the district.

Cost: $45,720 for 1972-73

Contact Person

Edward Lamping
Project Manager
4750 Date Avenue
La Mesa, California 92041

(714) 469-6171, ext. 56

Major Descriptors

- Creative development
- Cognitive development
- Enrichment programs
- Gifted
- Independent study

Minor Descriptors

- Community resources
- Elementary school students
- Field trips
- Leadership training
- Secondary school students

MULTI-AGE GROUPING IN EARLY CHILDHOOD EDUCATION
Belle Benchley Innovative School
San Diego, California

Overview

The Benchley staff attempts to make school a better and more sustaining place for children. They realized that in order to accomplish this the teachers had to have additional training. The Belle Benchley project established a model of individualized education and placed emphasis on developing all skills critical to learning rather than on curriculum.

Target Population

The target population of the program was the teachers of pre-kindergarten through the third grade. Eight hundred ten students participated in 1972 and 1973.

Major Purpose and Objectives

The objectives of this program were to: 1) develop a plan for increasing and recording individual student progress in reading and mathematics, while maintaining positive attitudes toward school and enhancing social growth among pre-kindergarten students through third grade students; 2) increase the degree to which teachers individualize instruction; and 3) provide an exportable package of materials for use by other school staffs wishing to replicate the program.

Activities

Children of all three grade levels were grouped together for instruction in the open classroom setting. Strategies that encourage individuality were introduced by the teaching staff which included teaching aides. Classroom activities employed a variety of materials, many of which were manipulative items. The classroom activities utilized parents and other volunteers to provide more individual attention to the students. The effectiveness of the classroom experience was increased through conferences and workshops with parents and teaching staff, as well as through an in-service training program for teachers.

Evaluation Strategy

The following standardized pre- and post-test instruments were used: the Stanford Early School Achievement - Mathematics, Reading, Social Growth and Attitude Scale; Analysis of Readiness Skills; and the Retson Individualization Scale. The Retson Scale measured teacher-controlled climate.

Evaluation Findings

All students in the program showed a marked increase in ability. The teachers in the program exhibited a 15% gain from beginning to end of the school year as measured by observers using an individualization scale developed by the evaluator.

Cost: $261,191 for 1972-73

Contact Person

Mr. Kenneth C. Hensell
Project Director
7202 Princess View Drive
San Diego, California

Major Descriptors

Individualized instruction
Mathematics
Reading
Teacher education

Minor Descriptors

Elementary school students
Grouping (instructional purposes)
Parent participation
Teacher aides
Volunteers

MULTI-MEDIA APPROACH TO LEARNING
Greenville Middle School
Greenville, South Carolina

Overview

The Greenville Middle School deals with students from a broad spectrum of economic and cultural levels. The *Multi-Media Approach to Learning* created a learning environment which stressed a student's responsibility for his own learning and which focused on building positive student self-concepts. The program, realizing that students learn in many different ways, encouraged the utilization of innovative teaching methods supported by all acceptable media.

Target Population

Students from broad spectrum of economic and cultural levels in grades six, seven, eight and their teachers.

Major Purposes and Objectives

The purposes of the program were to provide activities and experiences which fostered a more positive student attitude toward school and which offered students an opportunity to improve and increase their academic achievement.

Activities

Teachers changed their role from lecturing and dispensing knowledge to that of advisors or consultants in the learning process. Activities and experiences were planned between students and teachers. These activities reflected the interests, desires and special abilities of the students. The use of audio-visual presentations were highly developed. Students selected topics of interest and invited speakers from the community. Trips into the community were taken in order to learn about governmental, industrial and educational institutions. A variety of different instructional methods were used including team teaching, small group work, independent study, contract work, structured individualized work, educational games and educational television courses.

Evaluation Strategy

The program evaluation consisted of the administering of standardized achievement and study skills test to a random sample of program students and to students in a control school. Tests used were Large-Thorndike Intelligence Test, California Study Methods Survey, and California Comprehensive Tests of Basic Skills. The school district instructional supervisors evaluated each teacher.

Evaluation Findings

The findings of pre- and post-administration of standardized tests showed that the project group consistently out-performed the control groups in attitude and academic areas. Surveys and questionnaires received from administrators, parents, teachers, and students resulted in the program being rated from good to excellent.

Cost: $35,391 for 1972-73

Contact Person

Mrs. Betty Martin
Director
16 Hudson Road
Greenville, South Carolina

Major Descriptors

- Educational innovation
- Multi-media instruction
- Student centered curriculum
- Student-teacher relationship

Minor Descriptors

- Educational games
- Elementary school students
- Independent study
- School-community relationship
- Secondary school students

OPEN-CONCEPT SCHOOL FOR INDIAN EDUCATION
Sault Ste. Marie Area Public Schools
Sault Ste. Marie, Michigan

Overview

The *Open-Concept School for Indian Education* was based on these assumptions: 1) children can take more responsibility for their own activities and for their own learning, 2) providing choices for the learner will increase his independence and teach him to make school emotionally more satisfying and more attractive, and 3) the open-concept model will provide an opportunity for the teacher to create flexible responses to individual needs and to broaden the approaches to skills instruction. The Finlayson Elementary School was established to explore the validity of these beliefs.

Target Population

The target population included students up to grade six and preschool children who were older than three and one-half years. The group varied as to socioeconomic status but was predominantly composed of children of Indian ancestry. A small population which consisted of white, middle-class students was involved also. One hundred ninety (190) students participated in 1972-73.

Major Purpose and Objectives

The major objectives of the school were: 1) to demonstrate the feasibility of an open-concept neighborhood school for the education of the Indian cultural minority, 2) to create closer communtiy-school relationships, 3) to improve the performance of students in cognitive skills, 4) to broaden student behavior in affective skill areas, and 5) to increase student mastery of psychomotor skills.

Activities

Teachers, together with teacher aides, worked in teams to set up learning stations and to monitor the progress of the students. The pupils had the opportunity to move freely from one area to another and to engage in the various activities available to them. Students were also selected to participate in certain structured group activities which occurred at regular intervals during the day.

Each student was assigned to a specific teacher for guidance and counseling; this assignment was done randomly. The teachers conducted the necessary testing and informed the parents of each student's progress. Student progress was reviewed and individual learning prescriptions were established by means of student-teacher conferences at regular intervals.

Evaluation Strategy

The project was evaluated by an independent evaluator, whose report focused on the cognitive and psychomotor development of the students. Observations, questionnaires for parents and staff, and achievement tests were the instruments used for evaluation.

Evaluation Findings

In general, the open-concept program has exhibited success in improving the cognitive capabilities of its students (with some curricular exceptions), has had some influence on the affective domain that can be identified, and has altered conventional staffing and student management procedures.

Cost: $86,236 for 1972-73

Contact Person

Mr. Steven R. Malmberg
Open-Concept School for Indian Education
Sault Ste. Marie Area Public Schools
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Sault Ste. Marie, Michigan 49783

(906) 632-3370

Major Descriptors

American Indians
Individualized instruction
Open education
School-community relationship

Minor Descriptors

Cognitive development
Educational diagnosis
Elementary school students
Group activities
Teacher aides
Team teaching

PERSONAL PROGRESS FOR PRESCHOOLERS

Park County School District
Fairplay, Colorado

Overview

Personal Progress for Preschoolers was a program designed to meet each South Park kindergarten child's personal, social, and academic needs in a humanistic environment. To accomplish this, high school aides of cultural backgrounds similar to those of the kindergarten children were trained to work with these students on a one-to-one or small-group basis.

Target Population

The target population for the program was all kindergarten students enrolled at South Park Elementary School. A total of 18 students participated in the 1972-73 program.

Major Purpose and Objectives

The three major objectives of the program were to: 1) provide trained high school aides to facilitate the learning process of kindergarten children; 2) meet individual social and academic needs of each kindergarten child on a continuing basis; and 3) develop a humanistic environment in the kindergarten.

Activities

Major program activites were divided into three categories: teacher activities, high school aide activities, and kindergarten student activities. The teachers were required to diagnose each child's need and prescribe growth plans, to revise growth plans as dictated by evaluation, and to supervise the high school aides. The high school aides were required to attend planning and evaluation sessions, to work with the students and their growth plans, and to help create a humanistic environment for the students. The activities for the kindergarten students varied with their individual needs and accomplishments.

Evaluation Strategy

The evaluation of the learning process was an instrinsic part of each child's growth plan and varied to the degree that each child's plan differed. Much of the evaluation was informal but was not entirely subjective. Several objective forms of evaluation--manipulative, printed and audio-visual--were used to determine each child's progress. Pre- and post-tests for reading and mathematics were developed by the program consultant and the program director. The evaluation of human relations was accomplished through outside visitors and video tape recordings.

Evaluation Findings

The 1972-73 evaluation indicated that Personal Progress for Preschoolers was a strong individualized program with positive reactions from all involved. The high school aides were cited for having made a substantial contribution to the program's success. It was concluded that the program provided students with positive and secure feelings. These findings were supported by actual test results.

Cost: $11,708 for 1972-73

Contact Person

Mrs. Sara McMillen
Title III Director
Park County School District
Region 2
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Fairplay, Colorado 80440

(303) 836-2397

Major Descriptors

- Continuous progress plan
- Individualized curriculum
- Teacher aides
- Tutoring
- Personal growth

Minor Descriptors

- Educational diagnosis
- Elementary school students
- Evaluation
- Secondary school students
- Small group instruction

PROGRAM FOR LEARNING IN ACCORDANCE WITH NEED (PLAN)

College Community Schools
Cedar Rapids, Iowa

Overview

In recent years, increasing pressure had been exerted by educators and the lay public to force schools to develop new and better methods of allowing children to learn and develop their capabilities in a way appropriate for their individual needs, abilities and aptitude. Forcing all children to study the same material at the same rate denies them human, emotional, physical or intellectual differences and makes the defeat of some children inevitable.

Target Population

All students, first through sixth grades, in College Community school system.

Major Purpose and Objectives

This program was designed to provide each child a systematic approach to learning based on the premise that each child must be successful in the learning process and that learning must be correlated to the individual needs of the child. *PLAN* presented an alternative which is to minimize, if not eliminate, the necessity for failure of children in the learning situation.

Activities

The PLAN program provided four basic components: 1) teaching-learning units, and other written support documents such as teacher supplements, objective tests, achievement tests, test supplements; 2) a computer management tool, used primarily for student accountability and clerical functions; 3) a teacher training program; and 4) an evaluation system that monitored not only individual student progress but also the success of the entire PLAN program. The teacher's role changed from the person who merely imports information to a group, to a diagnostician, a counselor, a guide, and a discussion leader. In short, the teacher was able to individually help students overcome personal learning problems and handicaps.

Evaluation Strategy

The program was evaluated by the use of Metropolitan Achievement Tests, Gate-McGinitie Reading Test-Self Esteem Inventory, General Anxiety Scale Test; and Student, Parents, Teacher Surveys.

Evaluation Findings

Significant growth in both cognitive and affective domains.

Cost: $182,000 for 1972-73

Contact Person

Mr. H. C. Strong
College Community Schools
401 76th Avenue, S. W.
Cedar Rapids, Iowa

Major Descriptors

- Diagnostic teaching
- Individualized instruction
- In-service education

Minor Descriptors

- Elementary school students
- Student centered curriculum

PROJECT APT (APPLICATION OF PSYCHOLOGICAL THEORY IN THE CLASSROOM)

Merrimack School District
Merrimack, New Hampshire

Overview

A major problem of the Merrimack School District has been how to meet the need for the development of unique talents and abilities of individual children when faced with a constantly burgeoning, heterogeneous school population and a predominantly young faculty. *Project APT* aimed at a solution through training teachers and parents in the application of reinforcement theory and motivational goal setting.

Target Population

The target group for this project consisted of teachers in grades one through eight, their students and parents of their students. The 1972-73 program included approximately 30 teachers and staff personnel and 65 parents. Approximately 785 students were involved in the program.

Major Purpose and Objectives

The primary objectives for the program were to: 1) create a positive change in attitude of target teachers and students, 2) provide in-service training for teachers in reinforcement and behavioral management theories and practices, 3) develop an in-service course so that it would be replicable in other settings, and 4) design an experimental course for parents in reinforcement and behavioral management theories and practices. Project APT also intended effective dissemination of the project to teachers, parents, and persons outside the district.

Activities

Basically, the project consisted of three components: the APT Teacher Course, an advanced training course for resource teachers, and a short training course for an experimental group of parents. The regular teacher course consisted of two 12-week courses, each for a volunteer group of two teachers. A weekly class theory session was matched with practical application of programs in the classroom of each participating course teacher. At least every ten days video-taping was done of the classroom of participants. Immediately following taping, the classroom teacher engaged in a conference and critique of the tape with the staff psychologist.

The advanced training course involved four teachers. To these teachers the psychologist gave special advance work, including both supplementary reading and practical experience. The goal of this activity was to develop personnel capable of teaching the APT courses.

Due to the limited staff time and unexpected high enrollment, the parent program was held in one morning and one evening sessions, each group meeting three times over a period of six weeks.

Dissemination activities in connection with the program consisted of local parent meetings, on-site visitations, and out-of-district presentations.

Evaluation Strategy

The evaluation strategy used both pre- and post-testing and multiple post-testing for teachers and pupils. APT groups were contrasted with groups which used either very few, or not any, APT techniques. Student testing instruments included the Coopersmith Self-Esteem Inventory, the Self-Concept and Motivation Inventory, and the Pennsylvania School Sentiment Inventory. Both non-project and project teachers were administered the Minnesota Teacher Attitude Inventory and the Locus of Control/Evaluation Scale. A parent survey was also conducted to provide feedback from parents.

Evaluation Findings

In general, students in classrooms where teachers showed a significant level of implementation of APT techniques exhibited high self-concepts, achievement motivation and a more positive attitude toward school. There were significant differences found between project and control teachers. The parent survey indicated an interest in the project among parents and positive feedback from parents whose children had project teachers. The parents taking the training sessions were very positive about the course and wanted additional sessions.

Cost: $17,058 for 1972-73

Contact Person

Ms. Helen F. Evans, Director
Project APT
Mastricola Middle School
Merrimack, New Hampshire

(603) 424-3121

Major Descriptors	Minor Descriptors
Behavior change	Elementary school students
Inservice education	Video tape recordings
Parent participation	
Student teacher relationship	

PROJECT FOCUS
Portland Public Schools
Portland, Oregon

Overview

Project FOCUS at Madison High School grew out of a concern for the need for relevance in the schools' instructional program. Begun in 1971, the project was based on the concept of experience-based, self-directed learning. While not denying the importance of scholarship and basic skill development, the primary project goals and objectives lay within the affective realm. The instructional program was built around the belief that each child must assume the challenge of directing his own educational activities because, in the long run, he is the only one who can.

Target Population

FOCUS was designed to accommodate students in the beginning stages of their high school career. However, eleventh graders were included in the program as well as ninth and tenth graders. Students selected for the project were those for whom the traditional school program had not been meaningful. The 1972-73 program included 100 participants.

Major Purpose and Objectives

The purpose of the FOCUS project was to make the classroom the center of a flexible, objective, cooperative, useful, and supportive educational process. Five main objectives were established to: 1) increase student participation in school and classroom activities, 2) improve student self-concept by providing an instructional program built around student inputs and stressing success and positive feedback, 3) demonstrate to the educational community that an alternative school program could function within the structure of a traditional high school program, 4) utilize the resources of the entire metropolitan area in learning activities, and 5) decrease the incidence of school absence and truancy.

Activities

The FOCUS curriculum was designed on a monthly basis according to student and staff inputs. While there were no "required" subjects, there were five basic class "categories" for which study topics and activities were planned and put into operation. These were the Communications Lab, Analysis Lab, Values Lab, Realities Lab, and Electives.

Activities in the Communication Lab centered on such topics as writing, reading, film, speech, graphics, etc. In the Analysis Lab classes emphasized the physical environment (science) and man's number systems (math). The main emphasis for the Values Lab was on individual and social values which facilitate or handicap social relationships. The Realities Lab involved the study of the economic, political and occupational systems of the society. Electives were generally of a non-academic nature with classes and activities which attempted to provide immediate "pay-offs" and consistent success experiences.

Every effort also was made to utilize the tremendous resources available in the metropolitan Portland area when planning activities. Quite often parents, businessmen, college students, and other community volunteers worked in the classrooms and accompanied students on field trips. The field trips were made to public offices, industries, recreational areas, and other "on-site" learning centers.

Evaluation Strategy

Essentially, the evaluation strategy involved the comparison of the proposed goals or outcomes of the project with the actual attainment of those goals. Procedures for making these comparisons involved evaluation of student absentee records, use of locally developed behavior checklists, attitude surveys, and tests of academic progress.

Evaluation Findings

Overall, students demonstrated improved attendance, although there was some "slippage" among second-year project students. Even with this slippage, the project attendance record for these students was still better than their pre-project records. Improved attitudes toward school and toward self were also shown. In the area of basic skill improvement, only ninth grade students demonstrated the anticipated degree of improvement. However, basic skill improvement was only intended as a by-product of the predominantly "affective" curriculum.

Cost: $117,955 for 1972-73

Contact Person

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2735 NE 82nd Street
Portland, Oregon 97220

(503) 253-4981

Major Descriptors	Minor Descriptors
Curriculum development	Attendance
Self concept	Community involvement
Student centered curriculum	Community resources
	Integrated curriculum
	Secondary school students

PROJECT FOLLOW THROUGH
Flippin Public Schools
Flippin, Arkansas

Overview

Recent studies have indicated that the progress made by children upon completion of Head Start and similar preschool program frequently disappears when the children enter regular classes in primary grades. *Project Follow Through* was a project designed to continue and expand in the primary grades the individualized approach to children from low-income backgrounds. This program afforded them a greater opportunity to avoid the all-too-frequent pattern of cumulative failure experienced by the educationally disadvantaged. The children were provided with the opportunity to experience throughout their early school years the success they realized in specialized preschool programs.

Target Population

The 167 participants of this program were white, mountain, low-income children in grades kindergarten through three.

Major Purpose and Objectives

Using the Distar Programs developed by Engelmann-Becker, the program objectives were to improve the reading, language and math skills of the Follow Through students.

Activities

Each classroom was staffed by three adults, two teachers and one aide, who worked with the children. The children were divided into ability groups and moved from class to class throughout the day. Depending on grade level, the children spent from one to three hours each day in the core academic skills.

The Flippin Follow Through program used the Distar reading, arithmetic, and language programs developed by Engelmann-Becker for core academic instruction. All Distar materials are programmed, with each task depending on the completion of the previous task.

Evaluation Strategy

The Wide Range Achievement Test was used to evaluate the progress of the target students.

Evaluation Findings

The findings indicated that the children made better than one year's progress in reading and language. The second graders made more than one year's growth in math, but the other students achieved slightly less than one year. It was concluded that the objectives were met by the group as a whole.

Cost: $122,827 for 1972-73

Contact Person

Ms. Rosalee Wade
Director
Box 256
Flippin, Arkansas 72634

(501) 453-2234

Major Descriptors

Economically disadvantaged
Follow up studies
Individualized instruction
Student improvement

Minor Descriptors

Elementary school students
Grouping (instructional purposes)

PROJECT FOLLOW THROUGH
St. Martin Parish School Board
Beaux Ridge, Louisiana

Overview

Project Follow Through was designed to meet the instructional, physical and psychosocial needs of young children from families involved in a program of comprehensive services. The following components constituted comprehensive services in Follow Through: 1) instruction, 2) nutrition, 3) health, 4) social services, 5) psychological services, 6) staff development, and 7) parental involvement.

Target Population

The St. Martin Parish Follow Through project was directed toward 672 children from low socio-economic backgrounds. These children were in kindergarten through grade three and had been previously enrolled in a Head Start or similar program.

Major Purpose and Objectives

The purpose of the Follow Through project was to promote the optimum mental, physical and social development of each child. St. Martin's Parish Project Follow Through had the following objective: the children involved would achieve a mean gain, as indicated by pre- and post-tests, comparable to that of the non-Follow Through children.

Activities

Parents and children received instruction pertaining to nutrition and good health habits. Medical services were made available upon referral from staff or parents. Parent involvement was stimulated through the formation of parent groups, aide programs, a Policy Advisory Committee and a guest speaker program. A process of continuous progress teaching was incorporated in self-contained classrooms. The children were afforded the opportunity to take many field trips. Visits to Follow Through schools in California were provided for the personnel.

Evaluation Strategy

The Test of Basic Experiences and the Metropolitan Achievement Test were administered in the fall and spring to all children in kindergarten through grade three. The resulting data provided a means for comparing the achievement of the Follow Through and non-Follow Through groups.

Evaluation Findings

When the pre- and post-test mean gains for both the Follow Through and non-Follow Through groups were compared, it was concluded that the Follow Through children had met the objectives set for the project.

Cost: $465,681 for 1972-73

Contact Person

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Beaux Bridge, Louisiana 70517

(318) 332-2105

Major Descriptors

Continuous progress plan
Economically disadvantaged
Follow up studies
Health education
Personal growth

Minor Descriptors

Elementary school students
Mental development
Physical development
Social development

PROJECT FOR TRUANT MEXICAN-AMERICAN STUDENTS
Norwalk-LaMirada Unified School District
Norwalk, California

Overview

This experimental project attempted to eliminate the causes of Mexican-American student disenchantment with school through identifying factors which contributed to truancy. The strategy for attacking the problem was to develop a reward system acceptable to the Mexican-American community. Additionally, community liaison persons assisted in involving more parents in school activities.

Target Population

The 1972-73 program involved 232 Mexican-American students from grades 9-12, who exhibited gradual and growing disenchantment towards school due to low achievement. District studies showed that incoming ninth graders were 20 months behind in reading and computational skills. The students in the control and experimental groups were similar in terms of academic achievement and family background and were identified as potential dropouts.

Major Purpose and Objectives

The major objectives for the experimental group, as compared with the control group, were to: 1) reduce dropouts by 10%, 2) increase attendance by 50%, 3) increase credits toward graduation by 10%, 4) improve the self-image of the students to a significant degree, and 5) show a statistically significant improvement in language arts and mathematics skills.

Activities

The project provided a different and attractive learning environment for the students. Staff members were selected on the basis of their ability to communicate and empathize with project students. Teachers attempted to influence positive behavioral changes as a result of direction and in-service training. The classrooms and activities were oriented toward the Chicano subculture within a multi-ethnic school. The reading program was culturally based to reinforce a self-image. In-service training, group counseling, and tutoring were also provided. Community and student aides, acceptable to the target group, assisted in all phases of the project.

Evaluation Strategy

Evaluation of the 1972-73 program involved comparison of experimental and control groups. The students were randomly assigned to the two groups using a table of random numbers. To determine the improvement of student self-image and to measure the efficiency of the project, a semantic differential test was administered in a pre- and post-test design. An analysis of covariance design was used to empirically test the hypothesis that students in the experimental program would show higher gains in cognitive areas.

Evaluation Findings

The program was highly successful in meeting both its affective and cognitive objectives. In the affective area, the experimental group had an 82% retention rate in comparison with 41% for the control group. Absenteeism and truancy were decreased in the experimental group and there was a statistically significant increase in scores on the semantic differential test. The results in the cognitive aspects of the program have shown a statistically significant gain in both language arts and mathematics for the experimental group.

Cost: $158,465 for 1972-73

Contact Person

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Major Descriptors

Attendance
Dropouts
Mexican-Americans
Student attitudes

Minor Descriptors

Behavior change
Cognitive development
Parent participation
Secondary school students
Self-concept

PROJECT FUNCTIONAL ANALYSIS SYSTEMS TRAINING (FAST)

Essexville-Hampton Public Schools
Essexville, Michigan

Overview

Operating on the premise that our burgeoning knowledge and technology does not lend itself to a system of education which is fact-centered but rather, to a delivery system which is centered on the learning process of children, *Project FAST* came into being. The project sought to accommodate the development needs of all students within the regular classroom setting.

Target Population

The Essexville-Hampton Public School district is located in a middle class, rural-suburban community with a total student population of 2,237. Approximately 1,100 kindergarten through sixth grade students were beneficiaries of Project FAST. However, the major target group consisted of the 146 students identified as having one or more learning disabilities.

Major Purpose and Objectives

The major objectives of Project FAST were to: 1) demonstrate a model instructional system to meet the needs of students with varying abilities, 2) encourage institutions serving children with learning disabilities to work through the classroom teachers, 3) involve the active participation of the community in the education process, 4) improve the attitudes of teachers serving the learning disabled student, 5) enhance the academic achievement of students of learning disabilities, and 6) improve the classroom attitudes of these students.

Activities

Activities involved the following: 1) development of diagnostic prescriptive, evaluative support system; 2) development of in-service training for teachers; 3) formation of an advisory council of parents, teachers, aides, school board, and non-public school persons to meet nine times a year; 4) presentation of six evening programs on child development for parents; 5) integration of support institutions such as the Intermediate School District and Child Guidance Clinic into the support modules for classroom teachers; and 6) formulation of an achievement growth model of three learning curves over a three-year period.

Evaluation Strategy

A number of locally devised measures were used to evaluate program success. Examples of these were retention rate as a measure of teacher acceptance and reduced need for special education classes and specialists as a measure of program effectiveness for special education students. The Metropolitan Achievement Tests and the Self-Concept and Motivation Inventory measured student progress.

Evaluation Findings

Evaluation of the program's effectiveness revealed the following: 1) 32 of 37 elementary teachers voluntarily participated in the program's in-service phase; 2) 16 special education pupils were phased out of the special education classes; 3) the specialists have taken a more consultative "backstop" role with more responsibilities delegated to the teacher, so that referrals to the diagnostician dropped from 35 to 19; 4) parent involvement in materials production, workshops, and evening meetings has been constant, and a handbook on hyperactivity for parents was produced by one workshop; 5) teacher job satisfaction has remained high despite the admission that the program was demanding; 6) the first year program teachers who fully implemented the program had students outgaining the students in partially implemented classrooms by several grade equivalent months; and 7) the learning disabled students equaled their classmates and averaged fifth stanine (at the middle) of the published Self-Concept and Motivation Inventory Norms.

Cost: $697,770 for 1972-73

Contact Person

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Essexville, Michigan 48732

Major Descriptors

Community involvement
Educational diagnosis
Learning disabilities
Learning processes

Minor Descriptors

Elementary school students
Inservice education
Middle class
Parent attitudes
System approach
Teacher attitudes

PROJECT GOLD
GUIDANCE IN OCCUPATIONAL LIFE DEVELOPMENT
Okanogan School District #105
Okanogan, Washington

Overview

Guidance in Occupational Life Development (GOLD) was a model career guidance program implemented by the Okanogan County rural schools. It was designed to expand students' knowledge of the world of work, thereby enabling them to make realistic career choices upon completion of high school. Particular attention was directed to Indian students.

Target Population

The program involved 6,000 students (K-12) of eight small, rural, low income school districts in Okanogan County.

Major Purpose and Objectives

While the overall student objective was to increase the maturity of career development of participants, specific objectives were age-appropriate. On the elementary level, the broad objectives were: 1) exploration and assessment of personal characteristics; 2) examination of the concepts of work and work roles; and 3) development of attitudes, knowledge and skills for effective employment. On the junior high level, the specific objectives were: 1) development of skills in decision making and planning for the future, 2) critical exploration of careers and complexities of vocational patterns, and 3) assessment of student interests and abilities in correlation with career requirements. The senior high objectives included exploration of further educational avenues and job placement in addition to the objectives of previous levels.

The institutional objectives of the project were designed to attain willing participation of the teachers to assure the continuation of Project GOLD. Each school district selected career education committees which determined the extent of involvement and implementation procedures for each level of education. A cooperative was formed to administer the project.

Activities

Classroom activities were specific for each grade level and were designed to meet the objectives for that particular level. From kindergarten through sixth grade, students explored the vocational opportunities within their family, school and community environment. An initial personal assessment was begun through classroom activities which aided the students in identifying those areas of work which he enjoyed. By the sixth grade, students were familiar with many career choices and were able to correlate personal interest and skills with specific job activities. Junior high activities included critical exploration of many careers, guidance classes, counseling groups and workshops. Emphasis at the senior high school level was on college and career guidance, in-depth counseling and actual work experience. Parental involvement and participation in their student's career choice was encouraged through an available career guidance course.

Evaluation Strategy

The pilot year, involving 20% of the 6,000 students, and the second implementation and development year, were evaluated using pre- and post-testing. Evaluation methods have been revised to include commercial measurement instruments for junior and senior high, such as Donald Super's *Career Development Inventory*. The primary techniques of data analyses used were two-way analyses of variance using the parameters of pre- and post-test scores from experimental and control groups. In addition, teachers maintained records of student achievement for each objective.

Evaluation Findings

Evaluation results after the first year indicated that the kindergarten through sixth grade students had made the greatest gain in career education because the elementary teachers made a fuller utilization of the program than those in the junior and senior high levels. After the second year, there was a significantly higher gain reflected at all levels of the target population.

Cost: $52,400 for 1972-73

Contact Person

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Major Descriptors

- Career choice
- Career education
- Career planning
- Rural school system

Minor Descriptors

- American Indians
- Educational strategies
- Elementary school students
- Personal interests
- Secondary school students

PROJECT HELP, OPPORTUNITY, AND PRIDE THROUGH EDUCATION
Napa Valley Unified School District
Yountville, California

Overview

Project Help, Opportunity, and Pride Through Education (HOPE) was designed to provide an individual curriculum, a contingency-contracted learning program, and instructional aide assistance to a number of underachieving students. The project concentrated much of its efforts on students' attitudes and self-concepts.

Target Population

Project HOPE was initiated for five classes of 20 children each (kindergarten through grade nine), who were identified as underachievers.

Major Purpose and Objectives

The major objectives of the project were: 1) to help project students attain normal growth rates in basic subjects, and 2) to modify student attitudes positively as they relate to school peers, family, and their own self-concept.

Activities

Project HOPE activities centered around contract teaching methods, individualized learning, precision teaching and behavior modification.

Learning packages were selected and designed to remedy learning deficiencies. Classes centered around student values and social performances.

Students worked mainly with self-tutorial materials, with each learning activity checked upon completion by the teacher or the aide.

The children were led through value-oriented discussions, physical education experiences, and more structured discussion and cooperative research groups.

Evaluation Strategy

The evaluation design for the project involved pre- and post-testing with the following: 1) the Stanford University Reading Test - Levels I and II, 2) the Stanford Diagnostic Arithmetic Test - Levels I and II, 3) the Primary Test of Reading Ability, 4) the "Who Am I?" Attitudinal Survey, and 5) the Parents' Survey.

Evaluation Findings

On the average, each student gained a year in reading and math for each year in the project. Many of these students have been able to return to the regular classroom. The best results seemed to have come from the more highly structured classrooms.

Cost: $16,203 for 1972-73

Contact Person

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Napa Valley Unified School District
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Major Descriptors

Individualized instruction
Mathematics
Reading
Remedial instruction
Underachievers

Minor Descriptors

Auto-instructional aids
Behavior change
Elementary school students
Independent study
Individualized curriculum
Secondary school students
Self-concept
Student attitudes

PROJECT LEARNING EXPERIENCE MODULE (LEM)
Hackensack Public Schools
Hackensack, New Jersey

Overview

Project LEM was an attempt by school based personnel to design and develop an approach to education which represented a significant change from methods predominant in the Hackensack Public Schools. The project incorporated concepts of an open educational plan, featuring multi-age, multi-ethnic groupings, a "core" curriculum, differentiated staffing, and maximum space utilization. These components addressed such needs as: improving the self-image of students, improving reading and arithmetic skills, improving teacher competencies, and developing parental interest and skills.

Target Population

The project was intended for children in grades two through five. The 1972-73 program involved a staff of 20 and 500 students in grades two through five.

Major Purpose and Objectives

The overall goal of the LEM project was to produce skilled, functioning, thoughtful, and creative people. To accomplish this goal, principal objectives focused on behavioral changes in children, parents, and teachers. These objectives were to: 1) create a more positive attitude toward self, peers, and schools; 2) increase knowledge of vocabulary, reading and math skills; 3) increase staff ability to diagnose the needs of students and to provide appropriate learning experiences through pre-service and in-service programs; 4) develop and demonstrate parents' knowledge of the project's purposes; 5) create a more positive attitude from parents toward their child's participation in the project; 6) develop parental ability to assist children in improving skills; and 7) accommodate 25% more students without sacrificing the educational program by converting existing classrooms into an open-plan school design.

Activities

The project attempted to meet the needs of each child with individually prescribed learning as a basis for the curriculum. Teachers were divided into teams consisting of one teacher per 25 students, a team leader and an aide. Children were grouped heterogeneously for "home base" assignments to a specific teacher. The home base groups also participated as a group in social studies, science, cultural arts, music, physical education, and art. The students were assigned on the basis of skills for reading language arts and mathematics.

Instruction took place in large groups, small groups, and on a one-to-one basis. All members of the staff participated in a six week summer training workshop in addition to a ten-session workshop under the direction of a psychotherapist to sensitize their perception of individuals and to alter stereotype social attitudes. Parents participated in ten workshops conducted by staff members. In addition, there were home visitations, group discussions, and a variety of other activities to involve parents.

Evaluation Strategy

Evaluation instruments included standardized tests such as the LEM Student Attitude Inventory and the California Achievement Test which were administered in a pre- and post-test format. On-site evaluation and a Title III validation team also provided evaluative feedback.

Evaluation Findings

Pre- and post-questionnaires have indicated the development of the staff. This change is evidenced in a positive interrelatedness among the teachers, their peers, and the children and is measurable by the improved academic achievement of the students themselves.

This achievement was measured using the California Achievement Test. The mean percentile for those children who scored below the 40th percentile before starting the program increased at least 50% in vocabulary, comprehension, and mathematics. Those students who scored at or above the 40th percentile showed improvement in the post-test.

Cost: $94,154 for 1972-73

Contact Person

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Major Descriptors

- Differentiated staffs
- Inservice education
- Open education
- Parent participation
- Student improvement

Minor Descriptors

- Elementary school students
- Self-concept
- Workshops

PROJECT MADD PERFORMANCE
(Music, Art, Drama, Dance)
Barbour County Schools
Clayton, Alabama

Overview

Assessments and statements on the local, state and national levels, indicated that the need for fine arts programs in the school systems is critical. In Barbour County, Alabama, the students, with few exceptions, came from backgrounds devoid of exposure to the cultural arts. Another problem confronting school administrators was the lack of cooperation between the races, despite total integration. Those persons instrumental in developing *Project MADD*, believed that the cultural deprivation, and racial separateness, could be diminished by introducing music, art, drama, and dance into the school curriculum, and by utilizing community talent in various phases of the project.

Target Population

Involved were 3,037 students in kindergarten through grade twelve who were socially and economically deprived. Seventy-eight per cent of these students were non-white.

Major Purpose and Objectives

The purpose of the project was to provide students and the community with a relevant knowledge of the arts, and to establish a condition, with a social context, which would provide opportunities to develop their interest and talent through performance. The cultural arts expressed backgrounds common to all ethnic groups. Specific objectives included: 1) a needs assessment of student interest; 2) the implementation of an evaluation design; 3) the development of longitudinal studies for research purposes, and 4) development of facilities for the project.

Activities

The project implemented an aesthetic development course in three phases, which operated within the framework of the regular school curriculum. Phase I consisted of workshops for staff, students, teachers and principals in which programs for the year were organized by themes. Scheduling of all phases of the program were also accomplished during Phase I. Phase II involved classroom activities, daily exposure to different aspects of the arts, practice for three productions yearly in each of five schools, and work in supportive and interest areas. In Phase III, the students visited museums, movies, art and stage shows, visited participating schools and interviewed community leaders and artists. Most important to the achievement of the objectives of the program were that: 1) time was provided in the daily curriculum schedule; 2) space was provided for activities within the school; and 3) release time was provided for personnel to work with the staff team.

Evaluation Strategy

Instruments used to evaluate Project MADD were developed by the staff, with the exception of the California Achievement Test (1970 edition). They included: 1) interest inventories and questionnaires to determine student involvement in the arts; 2) critique sheets to assess the effectiveness of the program; and 3) checklists to establish evidence of facilities development. The evaluation methods were designed to assess the performance connected with instructional systems design, facilities development, and community involvement.

Evaluation Findings

The goal of community participation was successfuly achieved. Four of five participating schools developed facilities within the school complex for project activities. Exposure and development of student interest and participation in the arts were achieved to the fullest extent possible, despite the limitations of staff and space. Cross cultural appreciation became evident.

Cost: $59,456 for 1972-73

Contact Person

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Major Descriptors

Community resources
Fine arts
Race relations
Talent development
Theatre arts

Minor Descriptors

Elementary school students
Secondary school students

PROJECT MOPPET
Woodbridge Township Public School
Woodbridge, New Jersey

Overview

Project MOPPET (Media-oriented Program Promoting Exploration in Teaching) was an attempt to "humanize" the curriculum in kindergarten through sixth grade classrooms and to make it more relevant to the needs of the students. The program embraced the total curriculum as well as basic teaching philosophy. The students were freed to learn and express themselves through a great many sense avenues rather than being restricted to the traditional print-oriented approach. The lessons and techniques developed in the project were designed to facilitate the process of teacher retraining, but the essence of the program involved the basic way teachers view children and the learning process which must be modified to harmonize better with the way students learn and grow best.

Target Population

Program participants included teachers and children in kindergarten through grade six.

Major Purpose and Objectives

The general purpose of the project was to provide the materials, methodology, and training necessary to enable classroom teachers to integrate the arts and media into the general curriculum. Specific objectives were to: 1) humanize the curriculum for all students, 2) improve humanities and media instruction, and 3) produce a teacher's manual for general dissemination.

Activities

The principal activity involved the instructional lessons and the consequent follow-up activities. The lessons were developed on a part-time basis by teachers of movement, poetry, film making and music. They were designed to be taught by regular classroom teachers who did not have an arts background and were formalized in a teacher's manual. The program is perpetuated through in-service training accomplished by having MOPPET teachers work with classroom teachers during the school day and in after school workshops.

In virtually all cases, the lessons were structured so that the student would become directly involved in a creative activity. Teacher control was relaxed so that the creativity of the child was brought into play. The necessary emphasis was on individual growth and improvement in self-image.

MOPPET incorporated the use of commercial media software in the lessons but also went beyond such products to give teachers instruction in the development of their own materials. Students were also brought into the process of developing media materials.

Evaluation Strategy

In the 1972-73 program, the Teacher's Manual and materials were available to all local teachers. This made the establishment of a pure control group very difficult. Evaluation sought, however, to test for effectiveness of teaching styles as well as for the cumulative effect of MOPPET. Therefore, an experimental group was established consisting of one class from grades two, three, and five. Teachers of these classes fully utilized MOPPET concepts and provided an intensive experience for students of the experimental group. Other teachers of the second, third, and fifth grades used MOPPET materials however they wished. Pre- and post-tests in the project objectives were evaluated based upon the effect of the project as reflected in achievement among the students for whom *Project MOPPET* was emphasized. Pre- and post-tests in poetry and language arts, creative drama, movement, and art were administered.

Evaluation Findings

Results indicated that the experimental classes did much better than the controls in all categories: poetry and language arts, creative drama, movement and art. It was found also that the control teachers who showed the most evidence of pursuing MOPPET in the proper manner did better than those teachers who showed the least inclination.

Cost: $153,230 for 1972-73

Contact Person

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Major Descriptors	Minor Descriptors
Curriculum development	Elementary school students
Fine arts	Student centered curriculum
Multi-media instruction	
Self-concept	

PROJECT NARRATIVE
Butler County Board of Education
Greenville, Alabama

Overview

Project Narrative was developed as a means to provide experience which would permit educationally disadvantaged five-year olds to acquire the skills and concepts necessary for school readiness.

Target Population

The target group consisted of 261 five-year olds from low income districts.

Major Purpose and Objectives

The main objective was that eighty per cent (80%) of the participants would advance one stanine on the Test of Basic Experiences, and twenty per cent (20%) would advance six months in experience as measured by the same test.

Activities

Classes ranging in size from fifteen to twenty students were provided readiness activities by fifteen teachers. These kindergarteners met in classrooms equipped with the latest devices and materials. Interest centers were employed to enhance the learning process, and audio-visual materials were used. Activities were designed whereby the children could achieve success each day. They were encouraged to talk about everything they saw, heard, did, felt or thought. Trips, excursions, and diverse activities were used to build common experiences and increase vocabulary.

Evaluation Strategy

The Test of Basic Experiences and the California Achievement Test, published by the California Test Bureau, were administered in September and again in May to evaluate the progress of the children.

Evaluation Findings

The Test of Basic Experiences revealed that of the students who were given a pre- and post-test, 97% increased their level of achievement one or more stanines, while 3% showed at least six months gain in experiences on the same test.

Cost: $208,454 for 1972-73

Contact Person

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Major Descriptors

Communication skills
Educationally disadvantaged
Learning readiness
Readiness

Minor Descriptors

Audio-visual aides
Elementary school students
Field trips
Instructional materials

PROJECT ORGANIZING RESOURCES BY INSTRUCTIONAL TEAMS
(PROJECT ORBIT)
Oberlin City Schools
Oberlin, Ohio

Overview

Project ORBIT provided an alternative to the traditional educational program. Highlights of the project included: 1) a school responsive to the community, 2) individualized programs of instruction for students, 3) a setting in which to develop personal responsibility, 4) success orientation for students, and 5) the administrative organization to accommodate these features. The curriculum approach used problem-solving in a real-world environment. The curriculum was not developed on the traditional basis of discrete subject-matter areas. The philosophical base was humanistic, student-centered, group-oriented and pragmatic.

Target Population

Project ORBIT was directed at the student population of grades one through eight. Only students in special education curricula were excluded by design. The background of the students to be served reflected the full socio-economic spectrum of the community. Oberlin Public Schools were 35% black during the 1972-73 project year.

Major Purpose and Objectives

The project objectives were to: 1) implement differentiated staffing processes by the establishment of the instructional-resource team, 2) heighten teacher and administrator effectiveness, 3) provide for effectively utilized volunteer-resource people, and 4) observe student academic and social behavior in an alternative educational program.

Activities

The 1973-74 project embraced innovative areas such as value-clarification, training for effective parental involvement, and the use of advisory groups. The groups were led by staff members of the project and by others chosen by the students. There were a variety of activities geared to the attainment of project objectives. During the 1972-73 operations, there were three elementary school teams and one junior high team involving a team of 24 full-time teachers and one part-time teacher. The teams also included paraprofessionals. Later the project expanded to involve five teams, with two located at the middle school level. The project implemented individualized instruction, specialized assistance to teachers, and a non-graded curriculum. In addition, teacher effectiveness was aided through meetings for planning and evaluation. Training seminars were also held. Volunteer-resource people were utilized predominantly in the area of small group and tutorial activities. The curriculum relied heavily on student/teacher developed materials. There was very little separate subject teaching. All activities were generally integrated within a problem-solving mode with texts used as resource materials. The 1972-73 project involved 650 students, 38 paid staff and 50 volunteers. ORBIT provided a total curriculum for one-half of the students in grades one through six (exclusive of special education students). It provided one-half of the year's curricular activity for one-half of all the seventh and eighth grade students.

Evaluation Strategy

The Purdue Teacher Opinionnaire and other methods of evaluation were used in the first year to determine student gain and teacher satisfaction with the project. Two new tools of evaluation, Indications of Quality by the Institute of Administrative Research, and the School Sentiment Index by the Instructional Objective Exchange, were intended for future use.

Evaluation Findings

The Purdue Teacher Opinionnaire and the other evaluation strategies indicated that teacher morale was higher among the project teachers than those working outside the project, that the instructional-resource team approach was effective, that individualized instruction and the use of paraprofessionals produce positive feedback, and that significant achievement was observed among all project students. Another indication of success was the expansion of the project to include all middle school children in 1973-74.

Cost: $180,275 for 1972-73

Contact Person

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Major Descriptors

Curriculum development
Differentiated staffs
Individualized instruction
Team teaching
Volunteers

Minor Descriptors

Elementary school students

PROJECT OUTREACH FOR OPTIMUM GROWTH OF ALIENATED YOUTH WHO REJECT SCHOOL

Sheridan School District No. 2
Englewood, Colorado

Overview

Project Outreach was developed to reduce student alienation by providing educational experiences and services to the potential school dropout that have meaning and value to him. Such activities and services were provided to motivate the potential dropout to remain in school.

Target Population

The target population consisted of all students enrolled in grades six through twelve. One thousand-one hundred students, and 72 staff members participated.

Major Purpose and Objectives

The objectives of this program were to: 1) decrease the dropout rate, 2) decrease the rate of absenteeism among target students, 3) increase student achievement, and 4) improve the students' attitudes toward their environment and adult authority.

Activities

The Outreach Center was a separate facility designed to meet the needs of potential and actual high school dropouts who were unable to function in the traditional school environment. The center utilized individualized teaching and vocational guidance programs with emphasis on students' participation in decision making. Curriculum revisions, psychological services and teacher training were provided.

Evaluation Strategy

The following standardized tests were used to evaluate the students' progress: the Large Thorndike Intelligence Test, the California Reading Test, and the Sheridan Attitude Survey. Official school and student records and the Sheridan Attitude Survey were used to measure the efficiency of the program.

Evaluation Findings

At the conclusion of the project's second year, the dropout rate had decreased from 15% to 5%, the rate of absenteeism had decreased from 11% to 9%, and the percentage of D and F grades for target students dropped from 43% to 29%. According to the attitude survey, the target students showed a positive gain of .3, meeting the objectives as established by the project.

Cost: $380,000 for 1972-73

Contact Person

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Major Descriptors

Attendance
Dropouts
Student motivation

Minor Descriptors

Elementary school students
Secondary school students

PROJECT PART-TIME

Weymouth Public School
Weymouth, Massachusetts

Overview

By enlisting high school students to teach younger children, *Project PART-TIME* attempted to make the lives of both those teaching and those taught happier and potentially more useful. In this way, each child and high school student would find his own individuality and through this knowledge find self-reliance with the talents he possessed.

Target Population

The enrichment lessons taught by high school DAY (Developing American Youth) Corps members were intended for elementary (grades one through six), special education, and preschool children. The 1972-73 project included a total of 3,000 participants, including 54 high school students, all the students in eight elementary schools, all special education classes, and selected preschool children.

Major Purpose and Objectives

The primary purpose of the project was to enrich the learning opportunities of elementary school children. This purpose was developed and implemented in accordance with four major objectives: 1) through the enrichment lessons, elementary school children would show improvement in their attitudes toward school, toward the learning process, and toward themselves; 2) the high school members of the project would establish and exhibit an increased positive attitude toward education and would demonstrate increased knowledge and skill in the subject area they were teaching; 3) the high school participants would learn that their success could influence the operation of the system and consequently their self-image would improve; and 4) the elementary school children would pattern their own expectations for success on the patterns of the successes exhibited by the older students.

Activities

High school students who elected to participate in the project were interviewed by staff and guidance personnel. Students were selected who possessed the personal qualities of dependability, a desire to share, and who had a good attendance record. Each student was required to have a hobby or interest area which he intended to develop into a series of lesson units appropriate to an elementary grade level. The earth sciences and mathematics were selected as subject areas during the initial year of the project, but the response and enthusiasm of school-age children quickly forced a broadened scope. Trained in writing thorough lesson units and assisted in researching his interest area to a high level of competency, the high school student then traveled to one or more elementary schools or special education classes on a regular basis and taught a mini-course in his subject area.

Evaluation Strategy

An independent team of consultants was employed to conduct the project evaluation. Instruments used to measure progress in a pre- and post-test format were constructed by the evaluation team. The following evaluation goals were established: 1) measurement of the degree and type of impact the project experience had upon the elementary school student participants, 2) measurement of the degree and type of impact the project experience had upon the high school participants, 3) measurement of the degree of and rationale behind parental support (or non-support) of the project's activities and of the project's effects on their children, and 4) measurement of the degree of and rationale behind support of the project (or non-support) expressed by those teachers whose classes were involved in the PART-TIME experiences.

Evaluation Findings

From the evaluation it was concluded that the Project PART-TIME experience did significantly induce specific affective growth in the elementary school children as well as the high school students who served as teachers. Parents of the elementary children wholeheartedly approved the activities on the basis of what they observed to be its impact on their children. The parents of the high school students were also enthusiastic about the project. Finally, teachers in the elementary schools voiced their support for the program.

Cost: $63,188 for 1972-73

Contact Person

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Major Descriptors	Minor Descriptors
Enrichment programs	Elementary school students
Student motivation	Tutoring
Teacher aides	

PERSONALIZED LEARNING ACTIVITY CENTERS FOR EDUCATION
(PROJECT PLACE)

Lynchburg Public Schools
Lynchburg, Virginia

Overview

Project PLACE was designed to build a model elementary school program of individualized instruction giving attention to cognitive, affective and psychomotor development of learners. A concommitant objective was to train personnel and transfer successful elements of the project throughout the system.

Target Population

The participants in this project were elementary students, ages five through twelve. The target area included selected schools in the Lynchburg Public School System, which were typical of open-space and modified traditional construction. The students included were both typical and educationally handicapped.

Major Purpose and Objectives

There were two major objectives: 1) to increase the number of students who achieve at or above educational expectancy in reading and mathematics, and 2) to install a multi-unit school organizational model with team teaching, multi-age grouping of students and differentiated staffing.

Activities

Schools were organized for individualization using the Individually Guided Education Plan and in-service programs. Mathematics skills and concept development were achieved using the Individualized Mathematics System and locally produced learning centers and modules. Reading skill and concept development efforts used in Wisconsin Design for Reading Skill Development and locally produced learning centers and modules. The creation of a warm, supportive learning climate and emphasis on student responsibility and self-direction contributed to the desired results in attitude development and behavior modification.

Evaluation Strategy

An SRA Achievement series was used and an expectancy formula was applied to test the academic achievement of the project students as compared to a traditional program in control schools. The SCAMIN Test was given to all five-year olds, and a modified version of the Virginia Affective Assessment Questionnaire was given to all students ages six through eleven to compare the PLACE students' development with that of the control students. Criterion-referenced performance tests were given to teachers to determine their ability to carry out the program. The evaluation strategies used included: 1) testing PLACE and control students on a pre-test basis, applying the expectancy formula; 2) testing self-concept improvement of students; 3) subjecting staff members to performance testing; 4) using a questionnaire to determine parental understanding and approval; 5) using a questionnaire to determine the success of the in-service program for teachers; and 6) using external program audit by an outside agency.

Evaluation Findings

Test scores showed that project teachers had more students performing at or above expectancy than the control group teachers. Self-concept gains were higher in PLACE schools than in the control situation. It was felt that the structured approach, by providing non-graded, personalized instruction and differentiated staffing, had a definite effect on the achievement and self-concept of the children.

Cost: $717,846 for 1972-73

Contact Person

Mr. Edwin L. Warehime
10th and Court Street
Lynchburg, Virginia 24504

Major Descriptors

- Differential staffs
- Grouping (instructional purposes)
- Mathematics
- Reading
- Self concept

Minor Descriptors

- Academically handicapped
- Elementary school students
- Individualized instruction
- Inservice education
- Reading development
- Teacher evaluation
- Team teaching

PROJECT SEE
STIMULATING EDUCATIONAL ENVIRONMENT
Reading School District
Reading, Pennsylvania

Overview

Project Stimulating Educational Environment (SEE) was developed at the Reading Senior High School for those students not realizing their academic potential. The program was designed to remedy the academic lag and encourage students to enroll in programs challenging to their ability.

Target Population

Selected for the program were 20 high school students. These students for the most part resided within the disadvantaged areas of the community. All members of the group were academic underachievers.

Major Purpose and Objectives

The program had three objectives: 1) to remedy the academic lag of the students, 2) to encourage the students to remain in school, and 3) to develop within them a stronger self-confidence.

Activities

The target students were grouped together and formed a separate class. The students remained together for five periods of the day including study hall. The materials were not individualized but two teacher aides provided individual assistance when needed. The teachers were free to use any methods they chose to motivate the students. They made field trips and built into the curriculum a series of mini-courses. The program also used community resources as part of the education process. Pupils were transported to resource areas where the materials were presented by community employees and dwellers. Psychiatric services were provided throughout the program and the students received intensive counseling when needed.

Evaluation Strategy

Student records and surveys were used to evaluate the program.

Evaluation Findings

Of the 20 students enrolled in the program, 19 graduated from high school, 12 enrolled in college programs, and all the students became more out-going and involved in school activities.

Cost: $40,000 for 1972-73

Contact Person

Mr. Leonard Marella
8th and Washington Street
Reading, Pennsylvania 19601

(215) 374-4551, ext. 293

Major Descriptors

Dropouts
Self-concept
Student improvement
Student motivation
Underachievers

Minor Descriptors

Community resources
Field trips
Psychiatric services
Secondary school students
Teacher aides

PROJECT UPLIFT
A Community Institution for Jefferson County
Mount Vernon, Illinois

Overview

Project Uplift is a broadly based educational organization serving as a demonstration and information facility for school systems in Southern Illinois. The center was the idea of the school superintendent and is administered by a board composed of the superintendent, three local school administrators, and two university professors.

Target Population

The pupils of Jefferson County and Southern Illinois plus the college students, adults, and the home-bound students.

Major Purpose and Objectives

The specific task of the Project Uplift was to provide the schools and community of Jefferson County with the newest and most proven audio-visual equipment available, and to demonstrate their usefulness in teaching and to integrate them with the existing curriculum. Other objectives were to: 1) provide leadership in modifying the curriculum in the areas of reading, social studies, language and science; 2) have the center provide for the dissemination of multi-media materials; 3) provide media specialists to work with teachers on a one-to-one basis when needed; and 4) provide in-service training for teachers with college credit given.

Activities

Audio-visual material was expensive. Therefore, it was necessary to have a central location where teachers could order the best in audio equipment. Specialists in curriculum areas were at the center to help teachers and arrange educational courses. The working programs of the center were documented for research and evaluation. Students, by the use of media aids, were taught to make tapes, transparencies and film strips.

Evaluation Strategy

Project activities were evaluated through numerous subjective and objective devices. Documented reports were used in order to assess the success of the project. Professional evaluators and local school personnel conducted the evaluation.

Evaluation Findings

Increased interest was shown by teachers in the availability of media materials and the use of such materials. The teacher page-by-page approach changed to the integrated unit approach. Teachers became more sensitive to the needs of students. Results showed that Project Uplift fulfilled its mission by being both innovative and exemplary. Students were found to be motivated to learn, and their attitude toward school improved.

Cost: $28,250 for 1972-73

Contact Person

Ogie Ellis
Director
Project Uplift
Jefferson County
Mount Vernon, Illinois 62864

Major Descriptors	Minor Descriptors
Audiovisual instruction	College students
Instructional materials centers	Homebound children
Integrated curriculum	Instructional design
Multimedia instruction	Media specialists
Teacher education	

PROLEXIA
Riverside County Schools
Riverside, California

Overview

The Riverside County Office of the Superintendent of Schools identified the number one local educational need as that of the development of adequate communication skills. Through *PROLEXIA*, which means "in favor of reading," all of the academic areas were united into a continuing program designed to build self-confidence and healthy attitudes towards learning in each child as he progressed through formal skills in reading, mathematics, science, social studies, and creative arts. Each staff member was skilled in behavior modification and classroom management techniques.

Target Population

The target population for the program was students from multi-ethnic groups representing cross-sections of all socio-economic levels placed in heterogeneous classrooms of kindergarten through grade three. Three hundred students were involved during 1972-73.

Major Purpose and Objectives

The instructional component was an oral language process approach. This was characterized by an emphasis on small group instruction, heterogeneous grouping, generous provisions for social reinforcement and an instructional organization which integrated skills activities rather than separating them into traditional subject matter areas. Children were to develop language competence, intellectual skills, societal arts, and a motivational system which would facilitate productive learning and social involvement.

Activities

The classroom activities were classified under two headings: Learning Centers and Interest Centers. The first focused on a planned approach to reaching an instructional goal, while the second offered choices that could be made by the learners that either directly reinforced the results obtained in the Learning Center or simply related to an individual interest, which is always a welcome springboard to inquiry and discovery.

The purpose of the activity centers included: 1) allowing for group interaction; 2) developing self-direction; 3) developing means for individualizing; 4) providing for flexibility in grouping; 5) freeing the teachers to work with individuals and/or small groups; 6) developing independence, creativity, skills in each subject matter area and research skills; 7) providing enjoyable school activities; and 8) providing opportunities for children to move around in different areas of the room.

As teachers involved children in the interpretation of data strategy, students learned to retrieve relevant items of information from reading, observing, or listening to make inferences based upon their data and to formulate generalizations based upon their inferences. The application of generalization strategy was concerned with applying present knowledge to new situations and with the developing of divergent thinking. In the process, students learned to make predictions, analyze the consequences of their predictions, determine the conditions necessary for the predictions, and determine the conditions necessary for the predictions to be valid.

Evaluation Strategy

Cooperative Primary Tests (mathematics, reading, listening) were professionally administered. Staff-designed master skills checklists were utilized and attitude checklists (criterion-referenced) were used.

Evaluation Findings

Over a seven-month period: 1) the PROLEXIA group was ahead of the control group 5% in reading and 4% in mathematics; 2) 65% of the PROLEXIA group achieved 75% mastery of skills, over 52% of the control group; and 3) 57% of the PROLEXIA group made 15% maximum gain in positive attitude towards learning over 20% of the control group.

Cost: $150,000 for 1972-73

Contact Person

Mrs. Eleanor S. Duno
Director
4015 Lemon Street
Riverside, California

Major Descriptors

Communications skills
Grouping (instructional purposes)
Learning laboratories
Reading

Minor Descriptors

Elementary school students
Student attitudes
Teaching methods

READING AND MATHEMATICS PROGRESS
Paramount School District
Paramount, California

Overview

Reading and Mathematics Progress (RAMP) program was designed to improve achievement in reading and mathematics. RAMP emphasized the teaching of reading and mathematics at the fourth, fifth, and sixth grade levels.

Target Population

Elementary (second grade through the eighth grade) students with reading and mathematics needs and remedial junior high students.

Major Purpose and Objectives

RAMP sought to implement a systematic approach to strengthen reading and mathematics within the regular classroom and the use of the problem solving approach to teach normal children.

Activities

Teachers were taught to make more effective use of textbooks and materials already available in their classrooms and schools. Teachers were trained to diagnose the learning strengths and needs of the children along with the use of diagnostic testing tools. Theywere trained to write individual teaching prescriptions and look for the ways children learn best. There were constant in-service training sessions.

Evaluation Strategy

Diagnosticians were hired for daily observation. Standardized achievement tests for summative evaluation and criterion referenced tests for product evaluation were given.

Evaluation Findings

Results using the CTBS standardized tests indicated significant success. In the six months between testing, four months achievement growth was the goal. Actual achievement ranged from seven months in reading and mathematics for fifth graders and in reading for Spanish-surname students to eleven months for several sub-groups. The average gain for all groups was nine months.

Cost: $98,000 for 1972-73

Contact Person

L. R. McConahey
15110 California Avenue
Paramount, California 90723

Major Descriptors

- Diagnostic teaching
- Inservice education
- Mathematics
- Reading
- Remedial mathematics

Minor Descriptors

- Elementary school students
- Secondary school students

A SCHOOL FOR EARLY ADOLESCENT CHILDREN
A MODEL JUNIOR HIGH SCHOOL
Oconomowoc Junior High School
Oconomowoc, Wisconsin

Overview

It is commonly agreed that early adolescence is a unique phase of human development. A deep concern existed on the part of educators and interested citizens that the junior high school was failing to meet the need of early adolescent children. The purpose of this project was the evolution, operation, and maintenance of a model junior high school in which resource expenditure was focused upon serving the needs of early adolescent children.

Target Population

Participating in this program were 1,100 students in grades seven, eight, and nine.

Major Purpose and Objectives

The following were the primary objectives of the program: 1) students would demonstrate such favorable attitudes toward school that 80% of the student body would score above the 6.0 level on the Purdue Attitudinal Survey; 2) students would demonstrate such an active interest in school that 75% of the student body would be actively engaged in extra-curricular activities; 3) students' positive motivation toward school improvement would be indicated through oral participation in planning and evaluation sessions with teachers; and 4) students would show evidence of greater self-discipline by complying with school and class regulations.

Activities

To orient the teachers to the philosophy and curriculum developed for the model school, a series of workshops were held in the summer and during the school year. In addition, a bi-weekly newsletter was published to inform the total staff of the various projects and procedures that were being successfully used throughout the school. The students were involved in a program which not only included the regular curriculum studies, but also made allowances for Individual Study Programs (ISP). To become eligible for an ISP, the students were required to file an application describing their plan of action with a faculty advisor.

Evaluation Strategy

The program was evaluated through the use of the Purdue Attitudinal Survey, student, teacher, and parent surveys, questionnaires, and interviews.

Evaluation Findings

All objectives were met with the exception of number two. It was found that only 47% of the students participated in extra-curricular activities.

Cost: $94,000 for 1972-73

Contact Person

Mr. David L. Smith
Project Director
623 Summit Avenue
Oconomowoc, Wisconsin 53066

(414) 567-7211, ext. 332

Major Descriptors

Adolescents
School improvement
Secondary school students
Student attitudes

Minor Descriptors

Independent study
Student needs

STRATEGIES IN EARLY CHILDHOOD EDUCATION
Cooperative Educational Service Agency #13
Waupun, Wisconsin

Overview

The maximum development of every child's potential has been one of the major goals of public education in the United States. In striving to meet this goal educators have recognized the great importance of the early years of life in a person's total growth and development. The interest in early childhood education became the motivating force for educators to combine their efforts in developing a unique innovative approach to early childhood education.

Target Population

The four and one-half to seven-year-old school age youngsters.

Major Purpose and Objectives

The primary objective was to screen and profile at least 95% of the children entering school at the perceptual coordination level. In addition, teachers were to employ effectively diagnostic-prescriptive methods in the classroom.

Activities

Each child was screened at screening centers. Teachers were given training in understanding and selecting appropriate prescriptions. Teachers were called upon to show that they had implemented the diagnostic-prescriptive approach. Observers in the classroom looked for the following behavior: children meeting their individual performance objectives; teacher and aide moving freely in the classroom, observing and assisting; children using materials, equipment and learning centers.

Evaluation Strategy

The Evaluative Programs for Innovative Curriculum (EPIC) was employed by the Wisconsin Research and Development Center. The Metropolitan Readiness Test was also used.

Evaluation Findings

In the initial classroom observation of teachers the criteria were visible in approximately 30% of the instances observed, and ended with 100% of the project teachers demonstrating the objectives. A random sample revealed children met the criteria in all areas. The project students scored significantly better on the Metropolitan Readiness Test than did the non-project students.

Cost: $53,925 for 1972-73

Contact Person

Mr. Robert Schramm
908 West Main Street
Waupun, Wisconsin

Major Descriptors

Diagnostic teaching
Educational diagnosis
Individualized curriculum

Minor Descriptors

Elementary school students
Goal orientation

STUDENT-ORIENTED DRUG PROGRAM
Butte County Schools
Oroville, California

Overview

Fourteen (14) schools in Butte and Tehama County designed and implemented a comprehensive drug education program to address primarily the needs for: 1) increased drug abuse information, 2) changes in teaching and learning approaches to preventing drug abuse, and 3) a student-teacher-parent cooperative approach in drug education.

Target Population

The 5,239 individuals served by the mass education phase of the program included 4,074 students, 472 teachers and administrators, 29 agency personnel, and 664 members of the communities within the boundaries of the Butte and Tehama County School Districts.

Major Purpose and Objectives

The major objectives were to: 1) design strategies and materials for drug education in 14 high schools in Butte and Tehama Counties; 2) conduct in-service training for students and teachers and implement strategies in their 14 high schools; and 3) produce in-service packages for teachers, students and others which would increase knowledge and skills to develop curriculum and to make valid decisions affecting use of drugs in each school.

Activities

Activities to achieve objectives were as follows: 1) planning which produced the training package for a larger task force, 2) training and planning for 120 students and teachers in drug abuse in valuing and in the basics of system analysis in problem-solving and decision-making, and 3) developing drug abuse prevention strategies for implementation in each of the 14 schools.

Evaluation Strategy

The basic instrument used for empirical data was the California State Drug Abuse Task Force Pre-Post-Test. The second measure used to determine achievement of program aims was a tally of "Crisis Intervention" calls or referrals to various agencies concerned with drug abuse prevention, counseling, and para-legal assistance. An audit team evaluated and monitored the program.

Evaluation Findings

All 14 schools implemented the program with varying degrees of sophistication and participation with approval of their individual boards. As a result of the program there was an increase in crisis calls to community agencies and in referrals to counselors, by both students and teachers. The State Department of

Education has used members of the planning committee to work with schools in their training programs. The program has been expanded to include schools in three other counties.

Cost: $76,000 for 1972-73

Contact Person

Clinton W. Jones
Director of Drug Education
3 Country Center Drive
Oroville, California 95965

(916) 534-4770

Major Descriptors

Curriculum development
Drug education
Instructional materials

Minor Descriptors

Community involvement
Secondary school students

SUMMER CREATIVE ARTS CENTER
Mount Vernon School District
Mount Vernon, New York

Overview

Most of the children from the economically deprived sections of Mount Vernon were seriously deficient in areas which prevented them from realizing their fullest potential.

The *Summer Creative Arts Center* was developed to provide meaningful summer educational and cultural programs for such disadvantaged children.

Target Population

The target group consisted of 546 children from grades one through twelve.

Major Purpose and Objectives

The main objective of the project was that 90% of the students attending on a regular basis would show definite improvement in skills in the areas measured.

Activities

The program was in session from 8:30 am to 12:30 pm daily, during which time various activities in music, dance, art, and creative writing were offered. Classes were provided for students of all levels of ability. The participants could attend as many as four classes each day.

Evaluation Strategy

The evaluation consisted of a pre- and post-test design focusing on the measurement of skill development in music, art, dance, and creative writing. The testing instruments were teacher-developed.

Evaluation Findings

The results indicated that the objectives of the program in the skill development area were met to a very high degree.

Cost: $23,581 for the summer of 1973

Contact Person

S. Rothman
165 North Columbus Avenue
Mount Vernon, New York 10550

(914) 668-6580

Major Descriptors

Creative activities
Economically disadvantaged
Fine arts
Language arts
Summer programs

Minor Descriptors

Elementary school students
Secondary school students

A SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION
Josephine County School District
Grants Pass, Oregon

BEST COPY AVAILABLE

Overview

A major concern in the creation of the project was the inability of the traditional educational system to establish accountability for the improvement of individual student's competencies in the basic skill areas. Prompted by a declining trend in student achievement, *A Systems Approach to Individualized Instruction* was initiated to alleviate this concern.

Target Population

Students in grades one through six made up the target population. In 1972-73 participants included 480 students.

Major Purpose and Objectives

The project was designed to improve the basic competencies of students, grades one through six, in reading, mathematics, and language mechanics. The design proposed to accomplish the following objectives: 1) development of instructional materials for individualized instruction; 2) implementation of an educational program in the basic skills areas that emphasizes teacher accountability for instruction, directed toward prevention rather than remedy; 3) vertical articulation of the curriculum through ungraded activities; and 4) development and implementation of a differentiated staffing pattern of educational teams which vary in terms of activities performed, time expended, and degree of responsibility.

Activities

The project's activity arena encompassed staff training, materials and development, field testing and revision of techniques and materials. The milestone activities are outlined as follows: 1) job descriptions were written by the educational staff of Manzanito School for each differentiated staff position; 2) screening committee interviewed and selected 24 differentiated staff members; 3) a summer workshop for in-service training of differentiated staff in systematic instructional procedures and development of individualized curriculum materials was held; 4) a skills hierarchy, instructional objectives, pre- and post-tests and Program Management Units (learning modules) in reading, math, and language skills were developed; 5) implementation of the Systems Approach to Individualized Instruction began in the pilot school in September 1971; 6) materials and protocol monitoring on an ongoing cycle were established with revision on an "as needs" basis; and 7) utilizing field testing data, a workshop was held during the summer of 1972 for revision of materials and techniques.

During the first year of the program each student was evaluated to determine which skills he lacked. Using this information, a skills profile was developed. From this the student was placed in the learning module which corresponded to the first skill his profile indicated that he needed. The student could then progress through the module at his most productive rate, while using the options for learning which fit his unique learning style. At the completion of each learning module, he would take a post-test. If he scored 90% or better he exited the skill; if he scored less than 90%, he was recycled into optional activities. At the successful completion of each module, he would be pre-tested on the next skill he needed. The learning modules had no grade level designation, so they could be utilized according to need.

Evaluation Strategy

In establishing the overall evaluation scheme, the project utilized a third party evaluator who was employed to evaluate the project data in relationship to the project's pre-stated objectives. Pre- and post-measures were employed as well as other evaluative techniques. The California Achievement Test was used to measure pupil achievement.

Evaluation Findings

A general reversal of declining trends in student achievement was noted across all subject areas. When student achievement in the project school was compared to achievement in other schools in the district, it was noted that prior to inception of the project, the mean performance of children in the project school tended to lag behind that of other children in the district. However, after the introduction of the program, the trend was reversed and in several areas the project school ranked first among district schools.

Cost: $324,867 for 1972-73

Contact Person

Mr. W. Dale Fallow
Manzanita School
310 San Francisco Street
Grants Pass, Oregon 97526

(503) 479-6433

Major Descriptors

Basic skills
Grouping (instructional purposes)
Individualized instruction
Learning difficulties
Systems approach

Minor Descriptors

Curriculum development
Differentiated staffs
Educational accountability
Elementary school students
Remedial instruction

TALENTS UNLIMITED
Mobile County Public Schools
Mobile, Alabama

Overview

Talents Unlimited is an innovative project designed to help teachers recognize and nurture multiple talents in all children, including talents in the areas of productive thinking, communication, forecasting, decision-making, and planning, as well as the academic areas. The program is a structured attempt to implement and evaluate at the elementary classroom level.

Target Population

Teachers of grades one through six.

Major Purpose and Objectives

Help teachers to develop understanding, skills and attitudes related to development of multiple talents. To demonstrate improvement in students' specific talent behaviors at the same time enhancing self-concept and academic achievement. Develop instructional and evaluation models necessary for implementing a talent development program in the classroom.

Activities

Talents Unlimited provided in-service training for teachers based on identified student behavior in the cognitive and affective domains. New techniques were employed in the regular classroom program. Special materials were developed to aid the integration of multiple talent processes into the regular curriculum. A network of activities were designed to involve parents, local community groups, and teacher training institutions in the talent development program.

Evaluation Strategy

A pre-test and post-test were used to assess teachers knowledge, skills, and attitudes on a project-developed instrument keyed to target behaviors. Classroom skills evaluated on observational measures. Torrance Tests of Creative Thinking, Coopersmith Self-Esteem Inventory and Stanford Achievement Tests were also given.

Evaluation Findings

In tests of five talents in grades one through six, 25 significant t's and 17 P values in a strong direction of the experimental group were obtained. This reflected a highly significant performance by target students and was evidence of the overwhelming success of this project in its efforts to: construct an appropriate criterion test for productive thinking, planning, decision-making, forecasting and communication talents, train talent teachers, build talent learning activities, and produce talent materials.

Cost: $152,000 for 1972-73

Contact Person

Dr. Carol L. Schlichter
Project Director
1107 Arlington Street
Mobile, Alabama

Major Descriptors

- Models
- Talent development
- Talent identification

Minor Descriptors

- Community involvement
- Elementary school students
- Inservice teacher education
- Self-concept

TEACHER IMPROVEMENT
East Lansing Schools
East Lansing, Michigan

Overview

School administrators and parents of this district, a college community, largely middle class, but with a significant minority, had high expectations that their children would achieve well above the national norm on standardized tests. This expectation led to the start of the *Teacher Improvement Program (TIP).*

Target Population

The target population included 80 teachers and their pupils in the first through third grades. Four schools were involved in the program.

Major Purpose and Objectives

The purpose of the program was to augment teachers' skills for the purpose of facilitating student learning; increasing the satisfaction of administrators, teachers, and students; and expanding community support.

Activities

A summer workshop for teachers was conducted to assist them in acquiring necessary skills. Teachers were taught to assess the way in which children learn, to improve their ability to provide instructional media and strategies, to outline or map the styles of learning, to develop a program of personalized instruction for students, to improve the students attitudes by participating in basic skill activities, and to assess the effects on students.

Evaluation Strategy

The TIP survey was administered to ascertain the effects of the program. This survey also served to determine if problem students had been properly diagnosed and if instructional strategies and prescribed individual learning styles for the students had been developed.

The design for evaluation was an on-going one. After each survey, the results were analyzed, ranked and scored.

Evaluation Findings

The teacher abilities to assess ways in which children learn was considered successful. The prescriptions were positive in their analysis but were subject to change. Early prescriptions were re-assessed and the change in pupils was positive. Teachers found the techniques used in the program to be viable.

Cost: $35,000 for 1972-73

Contact Person

Mrs. Barbara A. Bowman
Project Director
729 North Haradorn Road
East Lansing, Michigan

Major Descriptors

Cognitive development
Diagnostic teaching
Inservice education
Learning theories
Teacher education

Minor Descriptors

Elementary school students
Summer workshops

TEXARKANA DROPOUT PREVENTION PROGRAM
Texarkana Arkansas School District #7
Texarkana, Arkansas

Overview

The *Texarkana Dropout Prevention Program* was developed as a means for motivating potential dropouts to remain in school. The program operated on the premise that potential dropouts needed improvement in basic skills, individualized instruction, behavior reinforcement, and vocational training.

Target Population

The Texarkana Dropout Prevention Program served approximately 2,300 potential dropout students in two high schools, one junior high school and two elementary schools in two different districts. The school population was approximately one-third Black and two-thirds white. About 44% of the school population was rural, and 56% urban. Approximately 40% of the students came from low-income families.

Major Purpose and Objectives

The objectives of this project were to reduce the dropout rate in grades one through twelve; to increase the attendance rate; to reduce the suspension rate; and to increase the academic performance of potential dropout students.

Activities

Students were given individually prescribed activities in reading, mathematics and social studies. Vocational orientation was given at the sixth and ninth grade levels, while the high school students were provided with vocational training courses. Counseling was made available to the students to assist them in making decisions and solving problems.

Evaluation Strategy

The instruments used to evaluate this program included the Metropolitan Achievement Test, the SRA Achievement Test, the California Achievement Test, and school records.

Evaluation Findings

The dropout rate for grades one through twelve was 3.76% as compared to 4.31% in 1971-72. For grades nine through twelve, the dropout rate was 6.4% as compared to 6.8% in 1971-72. The attendance rate in the target school was 93%; about the same as in 1971-72. Thirty per cent of the students gained one grade level or more in reading comprehension. Forty-one per cent of the students gained one grade level or more in mathematics.

Cost: $429,107 for 1972-73

Contact Person

Mr. Martin J. Filogramo
223 East Short Tenth Street
Texarkana, Arkansas 75501

(501) 772-7511

Major Descriptors

Basic skills
Counseling
Dropouts
Vocational development

Minor Descriptors

Elementary school students
Secondary school students

UTICA CURRICULUM RENEWAL SCHOOL PROGRAM
Franklin Area School District
Franklin, Pennsylvania

Overview

The Utica School administrators and educationally concerned citizens decided that learning could be aided by a renewal or revamping of the curriculum. It was noted that this was a stable lower middle class community with only one ethnic group. School problems and apathy indicated that there was a need for change to a more innovative program which involved the curriculum.

Target Population

All the school children in grades one through nine participated in the program.

Major Purpose and Objectives

The program proposed to include the concepts of non-gradedness, team teaching, differentiated staffing, open space instruction and individualized instruction. The major objectives were to: 1) provide for a more efficient utilization of the school staff, 2) facilitate individualized instruction, 3) promote full use of a sound educational plan, 4) help students develop a positive attitude toward learning by helping them to experience success at their own level, 5) make learning more interesting by including new and challenging materials, and 6) disseminate successful activities and accomplishments to other districts.

Activities

The program activities were centered around certain personnel and certain areas of study. The trained staff diagnosed student needs and prescribed appropriate materials and methods to meet those needs. The pupils were organized in clusters of 60 pupils each but the staff organization permitted many sub-groups. New materials were acquired, evaluated and used. Student progress reports were kept to note progress and need for changes. Records were controlled for dissemination.

Evaluation Strategy

Students were studied by observations and discussions. Teacher-made tests, projects and diagnostic tests became a part of the evaluation. The Metropolitan Standardized Test was utilized.

Evaluation Findings

Teachers showed a positive attitude in working with each other to plan and build into the curriculum needed criteria for success. The Metropolitan Standardized test results indicated substantial gains. The classroom organization for instruction changed to accommodate very small (6-10) groups.

The careful selection of items for all subjects enhanced the material content of the curriculum. Dissemination was accomplished by meetings and discussions among the surrounding districts. A collection of slides of the program activities proved most valuable in talk sessions. Student apathy was overcome by the new concepts and methods.

The community and the School District were enthusiastic as to the renewal of the curriculum.

Cost: $33,000 for 1972-73

Contact Person

Dr. G. Rexford
Box 350
Franklin, Pennsylvania

Major Descriptors

Curriculum development
Educational diagnosis
Individualized instruction
Staff utilization
Student attitudes

Minor Descriptors

Elementary school students
Information dissemination
Secondary school students
Teacher attitudes

VOLUNTEER PROGRAM
Reading School District
Reading, Pennsylvania

Overview

Through yearly testing using the various forms of the Metropolitan Tests, administrators detected an urgent need in the areas of reading and mathematics. Over a period of three years, students in Title I target schools showed median scores in the 25th percentile for both areas. It was evident that exposure to school as it is usually structured did not correct the deficits. In fact, a slight deterioration over the years was apparent. Using volunteer workers, the *Volunteer Program* was intended to provide individualized instruction not otherwise available.

Target Population

The program was developed for pupils in grades kindergarten through six. So far, it has focused upon kindergarten children who exhibited difficulties in reading and mathematics or whose test scores predicted difficulty. Some children in grades one through three were also involved. The 1972-73 program included 107 children.

Major Purpose and Objectives

The major objective of the program was to reduce the deficiencies in reading and mathematics among the target students using an individualized learning program. The reduction was to be successful enough to allow these students to make satisfactory progress in a regular classroom setting.

Activities

Through the newspapers, posters and personal contact, a large number of volunteers were located. They were all trained in the special early skills building techniques used in the program and in the overall functioning of the program so that they could function in the temporary absence of the staff. The following four books were required reading: *Living With Children, How To Be A Good Teacher, Help! These Kids are Driving Me Crazy,* and *Parents Are Teachers.* After training the volunteers tested kindergarten children. The director went over all the tests and made a list of areas to be taught for each child. Kindergarten teachers' recommendations for tutoring were added to the lists. Once the volunteers had gained experience teaching simple things like colors and counting, and some children were considered to have made sufficient progress, second grade teachers were asked for their recommendations. As more of the younger children were finished, higher and higher grades became involved with the program.

Evaluation Strategy

Pre- and post-testing using the Massey-Jordan Survey and the Metropolitan Readiness Test was the main evaluation strategy. The Massey-Jordan Survey was administered to a sample of children from the four kindergarten sections.

Evaluation Findings

For 80% of the children in the sample, the goal was reached by bringing them above a score of 75% on the test. Another measure of the program's effectiveness was seen by taking the five children worked with the most (21-41 sessions) and comparing their progress to the five children worked with the least (7-9 sessions). The group worked with the most showed a test score improvement of 57% and the group worked with the least improved by 33%.

Cost: $20,000 for 1972-73

Contact Person

Mr. Leonard Marrella
8th and Washington Street
Reading, Pennsylvania

Major Descriptors

Individualized instruction
Mathematics
Reading
Student improvement
Volunteers

Minor Descriptors

Elementary school students

Chapter 6

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HANDICAPPED STUDENTS DIFFERENTIALIZED CURRICULUM

"The differentialized curriculum for handicapped pupils reflects an increasing awareness today of the *individual* needs of children. Many children with various types of handicaps cannot benefit from *basic* subject matter without special education. Handicapped children present learning difficulties, sensory and motor impairments, which require careful study for successful adaptation of instruction. Teachers of exceptional children integrate professional information from psychology, education, and medicine for instructional and therapeutic services. Consequently, special education as applied to each type of handicapped child has developed some distinctive techniques and materials which distinguish it from regular classroom instruction.

All handicapped children should have appropriate educational opportunities. As the school shares the responsibility with other social institutions for educating all children, it may make a unique contribution in discovering handicaps and providing the needed services for supporting the type of instruction which will enable pupils to fulfill their maximum potential. The majority of pupils with mild or uncomplicated handicaps can be served best within normal classes for instruction. Those pupils whose handicaps are of such nature and degree as to interfere with intellectual development and learning under regular class methods will require differentialized curriculum for some part of, and, frequently, for all of their education."

Standard Terminology for Curriculum and Instruction in Local and State School Systems, NCES, 1970

ADAPTIVE PHYSICAL EDUCATION PROGRAM
Centralia High School
Centralia, Illinois

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Overview

The *Adaptive Physical Education Program* was a diversified program of developmental activities, games and sports, suited to the interests, capacities and limitations of handicapped students, who cannot safely or successfully engage in the activities of the general physical education program.

Target Population

There were 60 students in the program during the 1972-73 school year, from grades 9-12. The students represented a variety of disabilities including, but not limited to, cerebral palsey, seizure disorders, cardiovascular ailments, postural deviations, hearing and vision disorders, and mental retardation.

Major Purpose and Objectives

A basic objective of the program was physical adaptation and the development of a positive self-image. For each handicapping condition, there were specific goals for aiding the student to gain strength and overcome the physical deviations. The program helped students to: 1) progress toward scheduled goals suited to their needs, abilities and limitations; 2) increase their repertoires to appropriate, recreational and leisure sports; 3) develop sociability traits while exercising with others; and 4) become more knowledgeable about their own competencies and limitations. The project attempted to provide every student with the opportunity to participate in meaningful physical activity, regardless of the handicapping condition.

Activities

Identification of participants was accomplished by a thorough examination of school health records and previous medical excuses from physical education. The project staff mailed explanations of the program to parents of target students and followed this by telephone and personal contacts. Recommendations were solicited from medical doctors in the community. Thirty-five students were enrolled prior to the beginning of the first school year. Orientation sessions helped the students to become familiar with the program and the various pieces of equipment. After close observation and evaluation of each student, instructors, with students, developed an individual program of special exercises, games, and recreational activities. The craving of students for more rigorous, competitive sports was satisfied by modifying such games as volleyball. Archery, badminton and tennis were included. Those students who were able were given the opportunity to play golf and to bowl.

Evaluation Strategy

Students were tested, upon entering the program, in such skills as physical strength and ability to jump. Subsequent tests measured students' progress. Various specialized evaluations were made for particular handicapping conditions. Objective cognitive tests were administered to determine students' knowledge of rules and skills. After a period of participation, students were re-tested. To measure sociability progress, a pre-post-test was administered using a behavioral evaluation.

Evaluation Findings

Students showed a marked improvement in communication. The program is fulfilling every objective proposed. It has aided students in building confidence, improving their self-image, and expanding their interest and skills in physical activities.

Cost: $24,000 for 1972-73

Contact Person

Mr. Jerry Wilson, Director
1000 East Third Street
Centralia, Illinois 62801

(618) 532-7391

Major Descriptors	Minor Descriptors
Physical education	Elementary school students
Physically handicapped	Communications skills
Self-concept	Social development

ADOLESCENT LEARNING CENTER
School District of Lancaster
Lancaster, Pennsylvania

Overview

The *Adolescent Learning Center* was designed to meet the individual needs of students who were unable to function in a regular classroom setting and had been dismissed from the schools which initially enrolled them. These students were in need of social guidance, psychological direction, and academic remediation.

Target Population

The target group consisted of 45 high school students who could not function in a regular school environment.

Major Purpose and Objectives

The purpose of this project was to provide a program of remediation which would eventually allow each student to return to the regular classroom setting and function successfully.

The major objectives of the *Adolescent Learning Center* applied to the regular class situations. The objectives were to: 1) reduce the number of suspensions of the Adolescent Learning Center (ALC) students, 2) reduce the number of absences of these students, and 3) reduce the number of disruptive situations created in the academic setting.

Activities

The Adolescent Learning Center operated as a separate facility. Within this facility two teachers and two aides worked with the students in a program which involved individual programming in academic areas, small group discussions, individual and group counseling, home visits and parent counseling.

Evaluation Strategy

School records and teacher anecdotal reports were used to evaluate the objectives.

Evaluation Findings

According to the school records, the number of suspensions and absences of the ALC students was drastically reduced. The teaching professional indicated through their reports that classroom disruptions had decreased.

Cost: $29,122 for 1972-73

Contact Person

Mr. J. Bonfield
225 W. Orange Street
Lancaster, Pennsylvania 17602

(717) 393-3871

Major Descriptors

Attendance
Discipline
Remedial instruction
Socially maladjusted
Student improvement

Minor Descriptors

Adolescents
Counseling
Home visits
Individualized instruction
Parent participation
Secondary school students
Teacher aides

AUDITORY PERCEPTUAL AND LANGUAGE DEVELOPMENT PROGRAM

Boise Public School District #1
Boise, Idaho

Overview

The *Auditory Perceptual and Language Development Training Program* focused upon the identification, diagnosis, and remediation of children who manifested a general deficit in auditory learning and perceptual impairment.

Target Population

The target population included both students and professional staff members. The student population consisted of first and second grade students enrolled in four elementary schools in the Boise Public School District #1. Professional staff members included 16 classroom teachers in the project schools, all district speech and hearing personnel, and five teachers from a local parochial school. The Boise School District #1 is in an urban area which is surrounded by several small rural communities.

Major Purpose and Objectives

The major objectives were as follows: 1) the identification of first and second grade students experiencing auditory and perceptual impairment, 2) the development of a remediation program, and 3) the provision of an in-service program for professional staff members in the application of techniques and procedures for assisting students with auditory and perceptual impairments.

Activities

The first component of the project involved the screening and identification of students exhibiting auditory and perceptual problems. Personnel involved in the screening included classroom teachers, speech-hearing clinicians, and the psychological services staff.

Upon completion of the screening, project clinicians scheduled individual conferences with parents of students and with classroom teachers to review the results of the screening and to provide information concerning the proposed remediation program.

Professional staff members were provided with in-service activities designed to assist them in: 1) the application of techniques for diagnosing auditory, perceptual and language development impairments; 2) the development of techniques of remediation for students experiencing auditory, perceptual and language development difficulties; and 3) the implementation of the remediation program.

Staff members worked as a team in assisting students. One speech-hearing clinican was assigned full time to each project school. Teachers and clinicians worked with students in the regular classroom setting. Parent involvement was an integral part of the program. Emphasis was placed upon the development of receptive and expressive language in a step-by-step progression.

Evaluation Strategy

A third-party evaluation consisting of a control-experimental design was conducted in an attempt to assess growth in auditory discrimination and language development. Control and experimental groups were established in each of the four project schools. Students were matched on four independent variables: school, grade, sex, and the experimental variable of treatment. Four evaluative instruments were included as dependent variables: 1) the Teacher Evaluation Questionnaire (14 items), 2) the Wepmon Sound Discrimination Test, 3) WRAT reading and spelling tests, and 4) the ITPA.

Evaluation Findings

The results of the evaluation indicated that students in the experimental group obtained greater gains on every measure of the dependent variables than did students in the control group.

Cost: $74,874 for 1972-73

Contact Person

Ms. E. Geddes
Project Director
1207 Fort Street
Boise, Idaho 83702

(208) 336-1370, ext. 215

Major Descriptors

Auditory perception
Educational diagnosis
Language arts
Perceptual development
Remedial instruction

Minor Descriptors

Elementary school students
Inservice education
Parent participation
Team teaching

CROSS-OVER AID TO CHILDREN WITH HANDICAPS (COACH)

Central Dauphin School Distict
Harrisburg, Pennsylvania

Overview

COACH was designed to accommodate that group of students whose level of achievement fell between that of the successful achiever and that of the educable mentally retarded. These students were frequently labeled as "slow learners" when in fact much of the slow learning was due to learning disabilities and cultural and educational disadvantages.

Target Population

The target group consisted of 186 students in grades seven and eight who showed need for the program on the basis of achievement scores, teacher recommendations, report cards and general student progress.

Major Purpose and Objectives

This program proposed to: 1) replace resigning secondary teachers with elementary teachers who could provide a multi-disciplinary and multi-sensory approach more common to elementary training, and 2) teach the target students in regular classrooms rather than in special classes outside the regular curriculum.

Activities

Teacher training encompassed skills in teaching learning-disabled children in the normal curriculum content with increased use of multi-sensory approaches.

Evaluation Strategy

Pre and post-tests, anecdotal records, parent questionnaires and teacher observations assessed modification of behavior patterns at home and at school and attitude toward school.

Evaluation Findings

Based on the pre- and post-testing using the SRA Achievement Tests, an increase was noted in the mean reading level which indicated that the utilization of elementary school techniques in secondary school is of some use with slow learners.

Cost: $42,000 for 1972-73

Contact Person

Mr. Gary A. Crissman
Coordinator of Federal Programs
600 Rutherford Road
Harrisburg, Pennsylvania

(717) 545-4703

Major Descriptors

- Culturally disadvantaged
- Educationally disadvantaged
- Learning disabilities
- Multi-sensory learning
- Teaching methods

Minor Descriptors

- Secondary school students
- Slow learners

CONTRACT LEARNING FOR EDUCABLE MENTALLY RETARDED STUDENTS
Grand Rapids Public Schools
Grand Rapids, Michigan

Overview

The development of academic skills, such as reading and mathematics, has not been enhanced in the past for the educable mentally retarded students. The social development of these students has not generally improved, and the dropout rate of students educated in special classes has been excessively high. Therefore, this project was designed as a means to provide a better educational model for planning for the Educable Mentally Retarded (EMR) Students, and at the same time, provide an enriched emotional and social environment for the students.

Target Population

The target population included 490 educable mentally retarded students in two elementary and two junior high schools.

Major Purpose and Objectives

The project objectives were to increase the reading and math skills of the students, and to improve their self-concepts.

Activities

In-service workshops were conducted to help the teachers and paraprofessionals design programs, techniques, and materials appropriate for the special needs of the students.

The EMR students were placed in regular classrooms, and learning centers were established in the target schools for the purpose of delivering specialized instruction. These centers were made available for use by not only the EMR students, but for any student who needed specially developed techniques and procedures.

Students were given assignments and used materials especially designed to help them develop independent work habits.

Evaluation Strategy

In order to determine the academic achievement gains of the target group, each student was given a pre- and post-test during the school year. The Wide Range Achievement Test and the Test of Basic Experiences were used to measure academic achievement. The Pier-Harris Children's Self-Concept Scale and the Scamin Self-Concept Test were administered to determine any changes in self-concept.

Evaluation Findings

The results of the testing showed academic gains of seven months during the project year. No findings were reported for the self-concept scales.

Cost: $168,000 for 1972-73

Contact Person

Mr. R. Whitecraft
1050 Iroquois Drive
Grand Rapids, Michigan 49506

(616) 452-7135

Major Descriptors

Educable mentally handicapped
Educational innovation
Mathematics
Reading
Regular class placement

Minor Descriptors

Emotional development
Inservice education
Self-concept
Social development

(1st Year)

A DEMONSTRATION PROGRAM FOR EDUCATIONAL AND SENSORY-MOTOR DEVELOPMENT OF MENTALLY RETARDED CHILDREN WITH MULTIPLE PHYSICAL HANDICAPS

(2nd Year)

DITTO, DOCUMENTATION OF INNOVATIVE, TECHNICAL AND THERAPEUTIC SPECIAL EDUCATION FOR THE MENTALLY AND PHYSICALLY HANDICAPPED.

Abilene State School
Abilene, Texas

Overview

Recent changes in the implementation of the philosophy of educating the mentally retarded have brought about the successful return of numerous "higher level" retardates to the normal community. The application of learning theory principles, under controlled conditions, has supported an extension of this new optimistic philosophy to the care and training of even the lowest level retardates. However, one general group of retardates has not been able to participate maximally in this new trend. This group consists of those children who have the potential to develop mentally but who are currently functioning at a lowered adaptive behavior level due to various physical handicaps associated with cerebral dysfunctioning. The Abilene State School project focused its efforts on this group.

Target Population

The project served multiple physically handicapped, mentally retarded children. The first year of the project included 30 male pupils, age six to twenty-one, who were residents of the State School. The second year, 30 multiple physically handicapped, mentally retarded females were added.

Major Purpose and Objectives

The program was established to provide individualized educational enrichment for the target population. A number of objectives were established which included: 1) improved grouping of dormitory residents according to needs and abilities; 2) an increase in the ratio of staff to residents; 3) increased independence in grooming, ambulation, bathing, etc.; 4) an enriched sensory environment; and 5) in-service training for staff that would ensure continuation of the enrichment program.

Activities

Three behavior modification technicians implemented the educational and human development services on 1:10 teacher-student ratio. Brief (usually 15 minutes), one-to-one daily training sessions were the primary mode of contact, but group activities were also utilized when appropriate.

Two major areas of training were established. The first area dealt with proficiency training in six basic areas of self-help skills -- ambulation, feeding, dressing, bathing, toilet training, and grooming. Operant conditioning, physical therapy, and neuro-muscular facilitation techniques were implemented to help each resident reach his optimal level of proficiency.

The second major area of training was the provision of an oral language development program along with systematic stimulation for the visual tactile, and auditory senses. The Peabody Language Development Kits provided regular programmed lessons in developmental sequence utilizing audio-visual-tactile aids. Other activities included animated children's films, environmental explorations, story hours, and music "therapy" sessions.

Evaluation Strategy

The evaluation was accomplished utilizing a number of tests and rating scales in a pre- and post-test format. Students were rated, first of all, in 60 specific step-wise training tasks. Also utilized were the Adaptive Behavior Scale, the Physical Therapy and Motor Evaluation, The Residential Development Checklist, the Verbal Language Development Scale, and the Vineland Social Maturity Test.

Evaluation Findings

Students exhibited excellent improvements in the training tasks with an average gain of approximately 21 points per task. Gains made on the other tests utilized were test using the *t* ratio. The gains for each test were significant at the .05 level of significance or better.

Cost: $20,000 for 1972-73

Contact Person

J. V. Ritenour
Project Coordinator
Box 451
Abilene, Texas 79604

Major Descriptors

Curriculum enrichment
Educable mentally handicapped
Individualized instruction
Physically handicapped
Multiply handicapped

Minor Descriptors

Inservice education
Language development
Multisensory learning
Self care skills

DEVELOPING MODELS FOR SPECIAL EDUCATION
Jefferson County
Monticello, Florida

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Overview

Extreme cultural differences frequently disguise or imitate three particular handicapping conditions: educable mental retardation, specific learning disabilities, and emotional disturbances. Because of this problem, traditional methods of identification and intervention are reduced in reliability. *Developing Models for Special Education* explored specialized identification and intervention techniques for those children who have educable mental retardation, specific learning disabilities or emotional disturbances.

Target Population

The target population consisted of children, ages 4-7, who were predominantly non-white. The families resided in rural areas, had low incomes and had low educational status. Ninety-six (96) children participated in the project.

Major Purpose and Objectives

The principal goal was to undertake a multi-disciplinary approach to screening, evaluation and placement of handicapped children. The program intended to effectively meet the academic, social and critical learning needs of the children. The model further specified effective participation of parents and appropriate community and state agencies as a significant objective.

Activities

Both identification and intervention procedures were conducted utilizing a team, which included a medical staff, a psychologist, a social worker, a teaching staff and the county coordinator of special education. The screening procedures involved thorough physical examinations, observations, psychological testing and evaluation. When indicated, children were referred by teachers, or team members, for further evaluation. With parental consent, more extensive assessment was undertaken, consisting of psychological factors, home environment, social/adaptive behavior, social achievement, and perceptual motor evaluation. The specific intervention program for the handicapped child was determined by a placement committee. Parents were extensively consulted and their wishes were honored. The intervention model allowed for the flexibility of assignment. Children requiring special education were placed in either special classes where they remained all day, or a regular classroom where teachers received the assistance of a consultant. Individual prescription, re-evaluation and placement modifications were components of this phase. The ultimate goal was to aid the children in returning to regular classrooms.

Evaluation Strategy

The Standard Behavior Chart was the basic measurement tool. The target behavior of interest was recorded in terms of its frequency of occurrence per unit time on a daily basis. Since the chart displays behavior frequencies as a function of time, it was possible to directly measure rates of behavior change by examining the first derivative of the function relating behavior frequency to calendar days. Because the charts were standard, they could be summarized and analyzed with the aid of computers.

Evaluation Findings

Charted behavior data was obtained on 12 children. Overall, the project produced an 88% weekly improvement in a variety of behaviors in intended academic and social areas.

Cost: $83,613 for 1971-72

Contact Person

Ms. Mary A. Ellzey, Director
Jefferson County School Board
P. O. Box 499
Monticello, Florida 32344

(904) 997-3781

Major Descriptors

Educable mentally handicapped
Emotionally disturbed
Learning disabilities
Parent participation
Special education

Minor Descriptors

Behavior change
Diagnostic teaching
Elementary school students
Models

DISCOVERY THROUGH OUTDOOR EDUCATION

Macomb County Intermediate School Districts
Mount Clemens, Michigan

Overview

Discovery Through Outdoor Education was a project designed to bring together handicapped children from diverse racial and economic groups on the common ground of the outdoors. The simplicity helped to encourage self-respect and understanding of others. The project also endeavored to develop good student-teacher relationships through mutual working and planning in the outdoor education laboratories.

Target Population

The project served handicapped children (K-12) in all 21 constituent districts of Macomb County. These students represented a variety of races and socio-economic backgrounds.

Major Purpose and Objectives

The objectives of this program were to: 1) improve the students' achievement in regular school subjects, self-concept, interpersonal relationships, and leisure skills; 2) train special education teachers in the utilization of the outdoors for providing learning opportunities; 3) test an outdoor educational model for improving the learning and lives of the handicapped; 4) educate and involve parents in the program; 5) train and utilize college students and regular high school students as teacher aides; and 6) utilize the services of community personnel, such as the social worker, speech therapist, diagnostician, and audiologist, for specialized services, and to utilize paraprofessionals for expanded staff capability.

Activities

The activities of this program were many and varied. They were designed to provide common ground where troubled youngsters from both urban and rural backgrounds and of various races could relate. Such activities sought to: 1) involve parents, specialists, teachers, college and high school aides in workshops for planning and following through projects; 2) provide outdoor seminars for all personnel; 3) implement integration between learning experiences provided in the outdoors and those provided in the indoor special education classes; 4) provide experiences in outdoor settings including five-day resident periods where students and educators lived together 24 hours a day; and 5) enlist various community resources, clubs, and organizations which had the potential talent to contribute to the education of these special children.

Evaluation Strategy

Evaluation of project effectiveness relied heavily on teacher response. An increase in enthusiasm for the use of the out-of-doors as an educational resource, in willingness to attend laboratories with their classes, and in endorsements for the program after having participated were all factors used in determining the success of the project.

The students were given the Wide Range Achievement Test (WRAT) in September 1972 and in May 1973. Its use was intended as a pre- and post-test control. At each three-day laboratory, teachers conducted pre- and post-tests for more specific evaluation control.

Evaluation Findings

Evaluation results showed that 75% of the objectives were met. New student interests, new social living patterns, and an improvement of the student's self-concept emerged as results of this project. The students grew in leadership skills and observation techniques. There was also an improvement in subject matter proficiency. It was found that the special education teachers who participated in the project were convinced of its effectiveness and were interested in continuing and expanding the use of the out-of-doors as a means of educating handicapped students.

The program, on a scale of poor to excellent, received a rating of excellent in Project Evaluation and Impact. Macomb Intermediate School District had made plans for an ongoing program in 1974.

Cost: $165,346 for 1972-73

Contact Person

Mr. Ed Alexander
Director
44001 Garfield Road
Mount Clemens, Michigan 48043

Major Descriptors

Handicapped
Outdoor education
Student-teacher relationship

Minor Descriptors

Community involvement
Elementary school students
Inservice education
Parent participation
Secondary school students

HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM

Fountain Valley School District
Fountain Valley, California

Overview

Prior to the introduction of this program, special classes existed for the education of educable mentally retarded (EMR) and educationally handicapped (EH) students. Parents, teachers, and administrators, however, were concerned by poor academic growth as well as poor adaptive behavior manifested by the students in these special education programs. It was also noted that there was little acceptance of the handicapped students by their non-handicapped peers. These concerns prompted the initiation of a new model in which EMR and EH students were placed in regular classes with specialized services provided by special education resource personnel.

Target Population

The primary target population for the project was educable mentally retarded (EMR) and educationally handicapped (EH) students. However, through in-service presentations and other materials, the project indirectly served visually handicapped students, speech and language impaired students, and aphasic and multi-handicapped students. The 1972-73 program included 1,004 participants.

Major Purpose and Objectives

The purpose of this project was to establish an innovative, educational plan whereby the total district population of EMR and EH students could be effectively educated in the regular classroom. The project's objectives were concerned with: 1) pupils' growth in academic achievement, 2) their acceptance by regular classroom students and teachers, and 3) their growth in self-concept.

Activities

The students in the project were assessed initially by a comprehensive psychoeducational evaluation. Students were provided with individually prescribed programs based on daily assessment and prescription by a special education resource teacher.

After morning activities in the regular classroom, the students were scheduled into the Learning Center to see the resource specialist. The resource teacher developed new concepts with the child until she was sure that he could manage the activity independently in the regular classroom. As the pupil completed each activity of the daily contact, he checked off that activity. After completing an agreed upon number of activities, the pupil chose some free time activity in the Learning Center or in a classroom interest center. The handicapped child once again was scheduled into the Learning Center to work with the special education resource teacher. The resource teacher went over his assignment with him and gave him immediate feedback of results as to how the child had done on his assignment. Each week the child could take home samples of his completed classroom work to review with his parents.

Evaluation Strategy

Pre- and post-measures were applied to determine whether or not the specific goals and objectives of the project were achieved. The Wide Range Achievement Test was utilized to measure reading and mathematics achievement. Student self-concept was measured using the Stick Figure Test and the Auditory Self-Concept Measuring Instrument. Osgood's Semantic Differential was used to evaluate teachers' perceptions.

Evaluation Findings

All objectives were met or exceeded. Project students within the EMR intellectual range made an average of nine months growth in reading and twelve months growth in mathematics. The EH students made an average of eleven months growth in reading and twelve months growth in mathematics. High teacher acceptance was reported at the beginning and end of the school year for both handicapped and non-handicapped students. There was no difference in the teachers' overall perception of handicapped versus the non-handicapped students as measured by the semantic differential. In self-concept using the Stick Figure Test, 96% of the EMR and 100% of the EH students reached criterion level. Using the Auditory Self-Concept Measuring Instrument, 77% of the EMR students and 85% of the EH students reached criterion level.

Cost: $157,800 for 1972-73

Contact Person

Mr. Steve Eimers
Project Coordinator
#1 Lighthouse Lane
Fountain Valley, California 92708

(714) 842-6651, ext. 252

Major Descriptors

- Academically handicapped
- Educable mentally handicapped
- Peer relationship
- Regular class placement
- Self concept

Minor Descriptors

- Diagnostic teaching
- Student teacher relationship

IMPROVING ACHIEVEMENT OF HANDICAPPED CHILDREN THROUGH MEDIATED INSTRUCTION

Centralia School District
Buena Park, California

Overview

This project was developed to improve the achievement levels of physically, educationally, and emotionally handicapped children in special education classrooms at Centralia School District in Buena Park. The program provided mediated and programmed individualized instruction through teachers trained in in-service sessions to more effectively utilize a wide variety of materials.

Target Population

The target group consisted of 190 children from age three to thirteen who were enrolled in special education programs.

Major Purpose and Objectives

The primary objective of the program was to increase the mean achievement scores of the target students by a minimum of 15 percentile points.

Activities

A media specialist was employed to work with the teachers and staff in planning, developing and implementing procedures which would provide mediated lessons for the handicapped children. In-service education programs were conducted to train the teachers, the children, and their parents in the utilization of the various media equipment involved.

Evaluation Strategy

The Wide Range Achievement Test and Peabody Picture Vocabulary Tests were administered on a pre- and post-basis to evaluate the program.

Evaluation Findings

The evaluation revealed a mean gain of 15 percentile points. The objective was attained.

Cost: $35,000 for 1972-73

Contact Person

Mr. G. Kornfein
6625 La Palma Avenue
Buena Park, California 90620

(714) 522-2680

Major Descriptors

- Audio visual instruction
- Handicapped
- Individualized instruction
- Inservice education
- Special education

Minor Descriptors

- Educationally disadvantaged
- Elementary school students
- Emotionally disturbed
- Parent participation
- Physically handicapped
- Secondary school students

MODIFICATION OF CHILDREN'S ORAL LANGUAGE

Central Susquehanna Intermediate Unit 16
Lewisburg, Pennsylvania

Overview

The *Modification of Children's Oral Language* was a project designed to improve the language deficiencies of children with language learning disabilities. The project incorporated the use of Programmed Conditioning for Language, a program designed and tested by the Behavioral Sciences Institute. This curriculum was developed for use with autistic, hearing-impaired, non-English-speaking, aphasic and retarded children.

Target Population

The target group included 100 children between the ages of six and eighteen who had language learning disabilities.

Major Purpose and Objectives

The performance objectives were to ensure that: 1) children entering the program with an average test accuracy of 22% would leave with a test accuracy of 93%, and 2) children entering with lower test accuracies would complete the program with an average accuracy of 89.9%.

Activities

An orientation conference was conducted for all interested school and community personnel to initiate the program. This was followed by a week-long training conference for the teachers. The teaching was highly individualized, with the teachers working with four or five children at a time. The materials included a book of procedures, pictures cut from magazines, score sheets and back-up reinforcers.

Evaluation Strategy

Teachers required score sheets to be submitted on a weekly basis. This data was computer-processed and the printouts were made available on a monthly basis. An independent audit of oral language change through pre- and post-testing was also provided.

Evaluation Findings

The improvement in language performance as noted by the pre- and post-tests was substantial. The results were uniformly at or above the expected values.

Cost: $64,025 for 1972-73

Contact Person

Mrs. Barbara Hummel
82 University Avenue
Lewisburg, Pennsylvania 17837

(717) 524-4431

Major Descriptors

- Learning disabilities
- Language arts
- Language handicapped
- Small group instruction
- Speech skills

Minor Descriptors

- Aurally handicapped
- Emotionally disturbed
- Secondary school students

MODIFICATION OF CHILDREN'S ORAL LANGUAGE

Department of Communication Disorders
Bloomsburg State College
Bloomsburg, Pennsylvania

Overview

The Department of Communication Disorders at Bloomsburg State College designed a program to teach language to children with language-learning disabilities. The program combined modern linguistic theory with advanced behavioral technology developed at the Behavioral Sciences Institute in Monterey, California.

Target Population

Children of all grades having language-learning disabilities regardless of cause.

Major Purpose and Objectives

The major objective of the program was to increase significantly the language performance of children with language-learning disabilities.

Activities

Teachers and speech and hearing specialists received training which included supervision, site visits and refresher conferences over a two-year period.

Upon selection, the children were seen individually or in small groups. The teacher presented programmed language stimuli and response models directed at the learning of the particular oral language forms needed by the individual child. Each response was scored according to a schedule of reinforcement determined by the program step.

Evaluation Strategy

The Programmed Conditioning Language Test was used as a pre- and post-test. In addition to continuous data monitoring, processing, analysis and feedback during the two years of the program, an independent audit of oral language changes was completed.

Evaluation Findings

The teaching programs maintained an average day-to-day response of 91.3% correct. On the average, it took about 672 responses per child to obtain particular instructional objectives within the program.

The average teaching time per objective was 2.5 hours. The average pre-teaching language criterion test score for all children was 14.4% correct. The children completed the teaching programs with average scores of 96.4% correct.

Changes in language scores were found to be statistically significant beyond the .0001 level. A difference analysis, which incorporated predicted change as a function of maturation, indicated language growth which exceeded the prediction by 23%.

Cost: $252,500 for 1972-73

Contact Person

Dr. James D. Bryden, Chairman
Department of Communication Disorders
Bloomsburg State College
Bloomsburg, Pennsylvania 17815

(717) 389-2217

Major Descriptors

Language arts
Language handicapped
Learning disabilities
Programmed instruction
Teacher education

Minor Descriptors

Behavior change
College school cooperation
Elementary school students
Language development
Secondary school students
Speech skills

PERCEPTUAL DEVELOPMENT CENTER
Shippensburg Area School District
Shippensburg, Pennsylvania

Overview

The Shippensburg Area School District, like most other districts, has elementary age children who do not achieve expected reading and arithmetic attainment levels in spite of competent teaching in regular classroom settings. Many of these children are known to respond academically to specialized developmental and remedial teaching techniques. The *Perceptual Development Center* was established to provide the different methods and materials required for these children.

Target Population

The target group was made up of 120 children with learning disabilities from grades kindergarten through sixth.

Major Purpose and Objectives

The major objective of the Perceptual Development Center was to improve the reading and math skills of the participating students.

Activities

All pupils entering the Center were given a complete psychological, academic and perceptual evaluation by the staff. A prescriptive program was then prepared for each child. Instruction involved motor, visual, auditory training, language development and educational restoration. The participants visited the Center in small groups for a three and one-half hour session weekly.

Evaluation Strategy

The Center administered the following tests in September and again in May: the Wide Range Achievement Test, the Gates-MacGinitie Primary and Survey Reading Test, and the Botel Informal Inventory.

Evaluation Findings

On all tests, more than fifty per cent (50%) of the children showed a year or more gain in reading and math.

Cost: $30,000 for 1972-73

Contact Person

Mr. G. Bressler
317 N. Morris Street
Shippensburg, Pennsylvania 17257

(717) 532-2126

Major Descriptors

Educational diagnosis
Learning disabilities
Mathematics
Reading
Remedial instruction

Minor Descriptors

Elementary school students
Remedial mathematics
Remedial reading
Underachievers

PROJECT LEARNING DISABILITIES
New Orleans Public Schools
New Orleans, Louisiana

Overview

The learning disabled child, normal in intelligence, vision, hearing, and motor capacity, often fails in school. He may be hyperactive, impulsive, distractible, and display difficulties in learning in the visual, auditory, language and motor areas. To help such a child succeed in school, the New Orleans Public Schools developed *Project Learning Disabilities*.

Target Population

The project involved 100 students in learning disabilities in kindergarten through the second grade.

Major Purpose and Objectives

The objectives of the project were separated into three components. The objective of the student component was to develop instructional activities that would improve the readiness and social skills. An increase in the positive self-concepts of children with learning disabilities was a part of this objective. The objective of the teacher component was to provide training programs for the resource and classroom teachers to improve their competencies in applying remediation techniques in their classroom teaching. The objective of the parent component was to involve parents in the education of their children so as to increase their understanding of the characteristics of children with learning disabilities, the need for learning disabilities programs, and child-rearing techniques for children with learning disabilities.

Activities

The student component provided the following activities: 1) instructional prescriptions in basic learning skills for individual students were developed and applied by resource and classroom teachers, and 2) resource and classroom teachers applied positive reinforcement techniques in their teaching to develop positive self-esteem in the target children.

The activities in the teacher component were directed toward training of classroom teachers to teach children with learning disabilities.

The focus of the parent component was to involve parents of children with learning disabilities in the education of their children.

Evaluation Strategy

To evaluate the success of the project, the project management assessed the results of parent and teacher surveys and made a comparison of student records.

Evaluation Findings

Students participating in the project gained in academic readiness at a rate comparable to children without learning disabilities. They made substantially more progress than the control group in the development of social skills and positive self-concepts.

The objectives of the teacher component were not fully achieved, as only 50% of the 18 participating teachers were rated by the resource personnel as competent in remediation techniques.

Parents were overwhelmingly receptive to the project and carried out appropriate learning activities in the home.

Cost: $190,372 for 1972-73

Contact Person

Mrs. N. Hoepffner
1515 S. Salcedo
New Orleans, Louisiana 70125

(504) 821-9600, ext. 205

Major Descriptors

Basic skills
Individualized instruction
Inservice education
Learning disabilities

Minor Descriptors

Behavior change
Diagnostic teaching
Elementary school students
Parent participation
Remedial instruction
Self-concept

PROJECT MELD
MODELS FOR EDUCATING THE LEARNING DISABLED

Durham County Schools
Durham, North Carolina

Overview

In the Durham County Schools, 10-15% of the students were considered learning-disabled. *Project MELD* used both the deficit-centered approach which concentrated on strengthening the weakest learning channel and the eclectic approach which relied upon special class placement. Treatment took place both in the schools and at the Child Development Institute of the University of North Carolina.

Target Population

The 1972-73 project provided direct treatment of 212 children, in grades one through four, and provided services to their parents and classroom teachers.

Major Purpose and Objectives

The project attempted to identify effective and efficient models for increasing academic and social competencies of the learning-disabled. In addition, specific objectives were to: 1) increase positive effective and affective interaction in the classroom, 2) increase parental knowledge of learning disabilities, and 3) determine the cost effectiveness of the models.

Activities

In the deficit-centered approach, children exhibiting learning disabilities were assigned to receive therapy 30-45 minutes daily, 3-4 months or longer. Teaching efforts were directed at the identified area of weakness. The referring teacher was given general support to clarify the basis of the child's academic breakdown. No specific remedial prescription was given. Follow-up consisted of post-testing. The eclectic model stressed the reciprocal process between the child and his environment. Learning-disabled children were assigned to special classes for one to three hours daily. The model involved numerous observations, conferences with teachers, and experimental teaching. An educational prescription was developed. Follow-up was important and extensive in this model. Both models involved parent consultation. Other activities included conferences, general and specific workshops, and information dissemination among participants.

Evaluation Strategy

The evaluation of the 1972-73 program was carried out in three phases: 1) to determine behavioral change in each area specified in the objectives, 2) to determine the extent to which the program was responsible for the changes, and 3) to assess the cost of each model in relation to improvement noted. Specific tests utilized in Phase One included Peabody Individual Achievement Test, Schaefer Classroom Behavior Inventory, and Home Behavior Inventory. Structured interviews were conducted with classroom teachers. The data for Phase Two was obtained from: 1) on-site interviews, 2) analysis of teacher activity logs, and 3) a review of management procedures. Phase Three compared cognitive and social gains with cost.

Evaluation Findings

Analysis of these data indicated that Project MELD was successful in achieving significant gains in the academic achievement of the children. There was significant improvement in the development of phonetic language skills. Data from the Classroom Behavior Inventory indicated the project had little impact on teacher perception of the behavior of learning-disabled children. However, this point was contradicted by personal interviews, which indicated understanding of the problems and acceptance and support of the project. Parent involvement was one of the most successful components of the project. Findings indicated that neither model exceeded the other in producing cognitive and social gains. Thus, the eclectic model in the school setting appeared to be more cost-effective than the deficit model in either setting, due to the larger number of children served.

Cost: $71,774 for 1972-73

Contact Person

Ms. Marion W. Krueger
102 E. Seminary
Durham, North Carolina 27702

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Major Descriptors	Minor Descriptors
College school cooperation	Cost effectiveness
Interpersonal competence	Elementary school students
Learning disabilities	Teacher education
Parent participation	
Underachievers	

PROJECT SPOKESMAN
Talbot County Board of Education
Easton, Maryland

Overview

Project Spokesman was designed to screen, diagnose and treat speech handicapped children. As a result of this activity, a screening program for hearing problems was developed. After initial speech and hearing evaluations, the staff initiated a referral, testing and treatment program for children with language disorders.

Target Population

Nine hundred seventy-three (973) children from a total county population of 2,425 students in kindergarten through sixth grade were screened for communication disorders. Of those screened, 180 were selected for articulation remediation, 30 for language therapy, 13 for stuttering therapy, and 13 for voice therapy. In addition to direct services to children, the program provided in-service training for teachers.

Major Purpose and Objectives

Major objectives were to: 1) implement a continuous, organized program for the diagnosis and treatment of speech defects, 2) increase the percentage of children able to maintain correct speech patterns, 3) implement teacher training on the identification and needs of the speech handicapped, 4) provide speech therapy aides to free therapists for functional use of therapeutic time, and 5) disseminate information on procedures of establishing a therapeutic speech program in a rural setting.

Activities

After initial speech and hearing screening, the clinicians returned to their assigned schools for further diagnostic testing. Caseload selection was based on specific criteria, including severity of the speech disorder, maturation level, and prognosis of self-improvement versus improvement with therapy. The project consultants developed screening and testing to detect language disorders. Following these activities, the Distar Language Program was initiated with four groups of kindergarten and first grade students. In addition, clinicians treated other language-impaired children in such areas as basic concept development, syntax development, auditory perceptual skill development, and social verbalization. Skill areas in speech therapy included sound awareness and discrimination, correct production of target sounds in isolation and in syllables, words, sentences and discourse. Carry-over into classroom and home settings was stressed. A home tape-recorded program was developed to aid in the transfer of correct speech to the home environment. In the in-service training program, teachers observed sessions and met with consultants on an individual or small-group basis.

Evaluation Strategy

Project evaluation was approached from three perspectives: input, process and output evaluation. Input evaluation included appraisal of staff quality. Process evaluation assessed how well the project operated. Output evaluation focused on the impact of the project. Evaluation included, in addition to the students who received services: observation of therapy by 40 teachers, 163 teacher conferences, 53 parent conferences, and the development of a policies and procedures manual for the county.

Evaluation Findings

Project evaluation indicated that the staff was well qualified and performed their roles effectively. Data for articulation therapy indicated that the mean number of errors decreased from 22.8 on the pre-test to 5.0 on the post-test. There was significant improvement in language behavior, and the tape-recorded home program proved to be a beneficial adjunct to therapy.

Cost: $30,150 for 1972-73

Contact Person

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Easton, Maryland 21601

(301) 822-0330, ext. 23

Major Descriptors

Educational diagnosis
Speech handicapped
Speech skills
Speech therapy

Minor Descriptors

Elementary school students
Information dissemination
Teacher education

PROJECT 3R
RE-EDUCATION, REALITY AND RESPONSIBILITY
East Granby, Connecticut

Overview

Project 3R was designed to help children who exhibit behavioral problems to modify their behavior, improve academic skills, and return to the normal school routine. Children remained in a 3R unit approximately six months. During this time, a team of specially trained teachers utilized specific behavior modification techniques and procedures that helped the child in his natural support systems.

Target Population

The target group for the project included students who manifested inappropriate or incompetent behaviors. They ranged between ages 5 through 16 and from grades kindergarten to ten. The 1972-73 project involved 108 participants.

Major Purpose and Objectives

Project 3R proposed to demonstrate: 1) how independent school systems could cooperate to provide for socially-emotionally maladjusted children a quality educational program which no one town could provide; 2) how an in-service program could help the staff to re-educate these children under a consistent program with applied techniques; 3) how a public school and a university could collaborate to train personnel to re-educate disturbed children; and 4) how the effectiveness of the project and its programs could be measured by strong evaluative research procedures. Specific objectives with respect to the children included; developing trust in adults, building competence, controlling symptoms by developing acceptable behavior, and correcting academic deficits. A two-year follow-up was provided to help the return of the child to the normal school.

Activities

The 3R unit was conducted with team teaching, individualized instruction and independent study. The teacher-counselor, the liaison teacher-counselor, aides, and program coordinator constituted the team and were responsible for prescribing the goals and strategies from day to day. Classroom strategies included personal goal setting, whereby the child became involved in actively assessing his own behavior and making a commitment for behavioral change. Tangible rewards were given for success in learning tasks and were later replaced by social reinforcement. Because the unit was located in a regular school and within easy access of the home school, the students were not isolated from their peers and participated with them in physical education and music activities each week.

An extensive in-service training program was an important project activity. Parent-teacher meetings were held monthly and parents were trained in techniques of behavior modification.

Evaluation Strategy

A goal evaluation model was used emphasizing operations research. The quality of the program was evaluated in terms of the defined goals and objectives. Actual outcomes, specified in behavioral objectives, served as quality measurements of these goals. Academic and behavioral objectives were measured by a variety of standardized tests and instruments developed by the staff, i.e., Metropolitan Reading Achievement Test, Devereux Elementary School Behavior Rating Scale, and Stanford Binet.

Evaluation Findings

In tests administered in a pre- and post-test design, students demonstrated increased academic competency in reading and mathematical skills and an increase in IQ. Upon return to the home school, homeroom teachers reported that the student's behavior was improved to a striking degree. Over 95% of the students who served in the unit have returned to the normal classroom and maintained a regular classroom program after an average stay of six months in the program.

Cost: $127,380 for 1972-73

Contact Person

Mr. George Bondra
East Granby Center School
Turkey Hill Road
East Granby, Connecticut

(203) 653-2556

Major Descriptors

Behavior change
Behavior problems
Goal orientation
Team teaching

Minor Descriptors

College-school cooperation
Elementary school students
Individualized instruction
Inservice education
Parent participation
Secondary school students
Student improvement

PROJECT TOTEM JUNIOR HIGH EDUCATION/GUIDANCE CENTER

Federal School District #210
Kent, Washington

Overview

Project Totem Junior High Education/Guidance Center demonstrated the effectiveness of assisting junior high school students in development of recorded self-evaluation techniques. In turn, these techniques were utilized to resolve various learning problems. Students exhibiting extreme difficulty in adjusting to the regular classes received individual attention at the Center from a number of sources. These sources included a full-time Counselor-Consultant, Center staff teachers, teacher interns, off-duty teachers and peer tutors. A variety of techniques were used to pinpoint and measure specific academic social behavior.

Target Population

The services of the center were aimed at educationally and emotionally handicapped junior high school students. The program involved 300 students and 50 teachers.

Major Purpose and Objectives

The major purpose was to improve the academic and social skills of junior high school students. The program design specified the following major objectives: 1) to increase teacher competencies in working with handicapped children, and 2) to improve the level of student performance academically and socially by means of intervention techniques. Intervention techniques were applied through a team approach, utilizing specialists working cooperatively with the regular staff.

Activities

Increasing teacher competencies was accomplished by providing workshops and after-school sessions for teachers and other staff members. A one-week workshop preceded the opening of school. In addition, five Saturday morning workshops and 15 in-service training meetings were held during the year. Teachers were also involved, on a day-to-day basis, with center staff aids in pinpointing student behavior which interfered with learning.

The Center classroom served a number of youngsters each day. Teachers referred students to the Center for specific types of assistance. Students were often returned to their classrooms after a short stay in the Center. It was found that students were helped to develop skills by charting their own behavior. A six-cycle, semi-logarithmic chart was utilized which enabled the user to chart behaviors as frequently as every minute. The total number of students served also included those who indirectly benefited from the increased competencies of teachers trained by, but not assigned to, the Center staff.

Evaluation Strategy

Increase of teacher competencies was measured by improvement of students, as shown through analysis of amount and rate of change, and substantial or increased participation in the regular classroom. Standardized tests were given regularly during the year. The California Reading Tests were administered in the fall and spring of the school year.

Evaluation Findings

The average grade level improvement on the California Reading Tests was 1.15 for a group of 22 seventh graders, as compared to 1.18 for all seventh graders. The average Grade Placement Average for 32 students was 0.70. In the final grading period, a disproportionate number of students received low grades. Overall grades failed to meet project goals. Those students who received help from the center teacher or counselor directly or indirectly improved most. Evaluating project success against total school performance proved unrealistic.

Cost: $41,524 for 1972-73

Contact Person

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Principal
26630 40th Avenue South
Kent, Washington 98031

(206) 852-5100

Major Descriptors	Minor Descriptors
Guidance centers	Individual instruction
Handicapped	Learning disabilities
Self-evaluation	Secondary school students
Teacher education	Student improvement

READING IMPROVEMENT THROUGH AUDITORY PERCEPTUAL TRAINING
(THE APT PROGRAM)

Alameda County School Department
Hayward, California

Overview

The *Reading Improvement Through Auditory Perceptual Training (APT) Program* was designed as a six-month program to be used twice a week by students having designated auditory deficiencies. The program involved the use of an audio tape program of diagnostic and instructional materials to improve the reading and listening skills of primary grade children.

Target Population

The target group consisted of 564 children in grades one through three who had auditory processing dysfunctions.

Major Purpose and Objectives

The major objectives of the program were to ensure that: 1) the target group would perform better on a standardized reading test than the control group, 2) the target group would show significantly better performance on a standardized listening test than the control group, and 3) the target group would show significantly better results on the Composite Auditory Perceptual Test than the control group.

Activities

Usually, the children were given a series of 39 audio tape lessons twice a week. The activities consisted of listening to ten- to twelve-minute recorded lessons and responding appropriately in a listening booklet. Each lesson contained enough items for practice and mastery of the perceptual tasks in the program. In most of the classes there were no special groupings for the program. Where the teacher administered the program to the whole class, all children took the lessons and test at the same time and in the same way.

Evaluation Strategy

The methods used to evaluate the program included the Cooperative Primary Reading Test, the Cooperative Primary Listening Test, and the Composite Auditory Perceptual Test.

Evaluation Findings

The (APT) program showed statistically significant effects on auditory processing and listening comprehension skills. The effect of auditory training on reading comprehension was not clearly demonstrated.

Cost: $87,504 for 1972-73

Contact Person

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Hayward, California

(415) 783-5800, ext. 373

Major Descriptors

- Aurally handicapped
- Listening comprehension
- Reading
- Reading development

Minor Descriptors

- Elementary school students
- Hearing therapy

REGIONAL PRESCRIPTIVE INSTRUCTIONAL MATERIALS CENTER

Southwest and West Central Education Research
and Development Center
Willmar, Minnesota

Overview

The *Regional Prescriptive Instructional Materials Center* was designed to make available a wide range of new and innovative educational materials to the teachers in the southwestern part of Minnesota. Many of these materials were non-existent or in short supply prior to the start of the program. The participating schools were located in predominantly rural districts in southwestern Minnesota.

Target Population

Participating in the program were handicapped children in kindergarten through grade twelve.

Major Purpose and Objectives

The purpose of the program was to provide materials aimed at facilitating prescriptive programming for handicapped children and thereby to remedying their academic skill deficiencies.

The objectives of the program were to ensure that: 1) 50% of the students served by the Center would maintain the gains made upon returning to a regular classroom setting, 2) 70% of the students served by the Center would meet the specific educational objectives set for them, and 3) 50% of the children involved in the program would demonstrate significant positive attitudinal change.

Activities

All target schools were staffed with prescriptive resource teachers. These teachers were responsible for diagnosing basic skills, prescribing materials, demonstrating their use, and applying them to educational programs and prescriptions for specific children. Their roles also extended to monitoring and evaluating the progress of each child.

The prescriptive resource teachers provided help beyond individual programming through the use of workshops, in-service training, individual consultation and diagnostic teaching. In addition to consulting with special teachers and tutors to develop innovation and relevant programs for handicapped children, the prescriptive resource teachers functioned as part of a psycho-educational team including school psychologists, social workers, and speech pathologists.

Evaluation Strategy

The instruments used to evaluate the program included the Wide Range Achievement Test, teacher questionnaires, and the Minnesota School Effect Assessment.

Evaluation Findings

All objectives were attained with the exception of objective two. While only 43% of the children achieved the stated goal, all of them made substantial academic gains.

Cost: $79,560 for 1972-73

Contact Person

Mr. William Naylor
611 West Fifth Street
Willmar, Minnesota 56201

(612) 235-2064

Major Descriptors

Diagnostic teaching
Handicapped
Instructional materials centers
Resource teachers
Rural school systems

Minor Descriptors

Cooperative planning
Educational innovation
Student attitudes

RESOURCE ROOMS
School District of Lancaster
Lancaster, Pennsylvania

Overview

The *Resource Rooms* project was developed to offer an alternative educational setting for children with academic deficits and/or maladaptive social behavior.

Target Population

The target group consisted of 225 children in grades two through six. The children were representative of a low income group.

Major Purpose and Objectives

The project had two main objectives which would ensure that: 1) the students referred to the Resource Rooms for work in an academic deficit area would show significant gains during the time they were in the program, and 2) the students referred because of maladaptive social behavior would show improvement in social adjustment.

Activities

Each resource room was organized into two sections: one for academic, and one for socialization. In the academic area, special programmed material as well as regular class assignments were provided for as many as 60 students per week.

All sessions were scheduled in the socialization area. Each session, limited to a maximum of eight students, fell into one or two categories: 1) Group Social Activities - designed to help children learn to function adequately on an interpersonal basis; and 2) Group Academic Activities - designed to help children function in an academic group setting.

Evaluation Strategy

The following means were employed to evaluate the program: 1) the Peabody Individual Achievement Test, 2) the Bristol Scale of Social Adjustment, and 3) an in-house developed academic and social adjustment scale completed by classroom teachers.

Evaluation Findings

Significant gains were found in academic areas for students who attended the resource room. Some children showed improvement in social adjustment.

Cost: $16,799 for 1972-73

Contact Person

Mr. J. Bonfield
225 West Orange Street
Lancaster, Pennsylvania 17602

(717) 393-3871

Major Descriptors

Group activities
Slow learners
Socially maladjusted
Student improvement

Minor Descriptors

Economically disadvantaged
Elementary school students
Programmed instruction
Resource centers

A RETRIEVAL AND REDIRECTION WORK-ORIENTED PROGRAM FOR JUNIOR HIGH SCHOOL STUDENTS

Board of Education of the City of New York
Brooklyn, New York

Overview

This program was designed to provide evaluation, occupational education, vocational training, counseling, job placement and extended follow-up for a sample of 16- and 17-year-old high-functioning, educable mental retardates selected from a population of potential and actual junior high school dropouts. The need for an alternative to present junior high school programs was evidenced by the 1970 Bureau for Children with Retarded Mental Development Census Report, showing that 50% of all junior high students with retarded mental development, aged 16 to 17, terminate their education without a follow-up program to determine employment status and ability to cope with normal life situations. Totally lacking in job skills, they were deficient, fired, and in desperate circumstances relative to employment.

Target Population

The target population consisted of 200 junior high school students with retarded mental development selected from the five boroughs. Direct services of the program were provided to the high-functioning and educable among this group.

Major Purpose and Objectives

The program's ultimate goal was the improvement of: 1) vocational readiness, through participation in manual and non-manual learning experiences; 2) social maturity; 3) self-concept; 4) parental attitudes; and 5) attendance and punctuality. The program also intended to remedy impediments such as dental and other physical problems.

Activities

The candidates were screened for program suitability by supervisors, guidance counselors, psychiatric social workers, and counselors for agencies serving the mentally retarded. Psychometric testing was included in the screening. On the basis of evaluative recommendations, students entered one of the training and/or instructional phases of the program. These phases included: 1) a vocationally-oriented instructional program where students were given in-school opportunities for occupational training in clerical work, the food trades, building maintenance, messenger work, etc.; 2) a workshop providing evaluation, academic remediation, placement services and occupational skills training for more psycho-socially mature participants; and 3) part-time and full-time occupational training for job-ready students at job stations in a variety of business establishments in the local community and the surrounding area.

Upon completion of the instructional phase, the project placed the students in full-time employment. Continued remedial academics were offered to extension phase students at night school classes established by the project staff in each borough. Project staff members maintained contact with extension phase students to determine their success in occupational and psychosocial adjustment and to provide counseling and/or referrals in the event of adjustment difficulties.

An in-service training program which assisted teachers in assessing and improving their program competence and redirected the present junior high school curriculum to employ an occupational orientation for mentally retarded children was also planned and conducted.

Evaluation Strategy

Pre- and post-tests for agency and job preparation, the Vineland Social Maturity Scale, the San Francisco Vocational Competency Test, and the Tennessee Self-Concept Scale were utilized.

Evaluation Findings

The project population significantly improved in social maturity as measured by the Vineland Social Maturity Scale. Self-concept and related emotional control improved along with family attitudes as measured by the Tennessee Self-Concept Scale. The group cooperative approach, with extensive supportive services employed, was successful in achieving the other state objectives.

Cost: $782,652 for 1972-73

Contact Person

Mr. Robert Goldsmith, Director
65 Court Street
Room 823
New York City, New York

Major Descriptors

Dropouts
Educable mentally handicapped
Trade and industrial education
Vocational development
Vocational follow up

Minor Descriptors

Career planning
Guidance counseling
Individual counseling
Occupational choice
Work experience program

A SUPPORTIVE PROGRAM FOR CHILDREN WITH LEARNING DISABILITIES

Pawtucket School Department
Pawtucket, Rhode Island

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Overview

The *Supportive Program for Children with Learning Disabilities* was designed to aid children having problems which impede progress in regular classroom activities. Supportive help for both the classroom teacher and the child was provided by the educational team consisting of two resource teachers and an educational prescriptionist. The team was responsible for an individualized education prescription which could be implemented in the classroom.

Target Population

The program was designed for learning disabled children in grades kindergarten through six. The 1972-73 program involved 50 students, grades kindergarten through third.

Major Purpose and Objectives

The major objectives of the program were to: 1) identify the specific learning disability of the child, 2) provide supportive help for the classroom teacher and the child, and 3) provide successful learning experiences for the child in the classroom. The specific objectives were aimed at academic success, improved attitude toward self and school and remediation of specific learning disabilities within the regular classroom environment.

Activities

Project activities included: 1) ongoing contact between the regular classroom teacher and the resource teacher which provided a mechanism whereby a child with a learning disability received specialized services within the regular classroom as well as during the time spent with the resource teacher; 2) development of a profile of each pre-primary child who appeared to have learning deficiencies, followed by further testing by a diagnostic team; 3) writing of specific behavioral objectives for each child; and 4) meetings between the educational prescriptionist and the resource teachers, for one-half day every other week, to develop more refined teaching methods.

Classroom activities aided project students in developing gross and fine motor skills, as well as cognitive, perceptual, memory, language, and academic skills.

Evaluation Strategy

Evaluation of the project was conducted by the Curriculum Research and Development Center of the University of Rhode Island. Academic and cognitive gains were measured by a pre-post administration of the Metropolitan Readiness Test to both project and comparison groups. Attitude toward self and school was measured by pre-interim-post administration of the Pupil Behavior Rating Scale to project group children. Remediation of specific learning disabilities was measured by pre-post administration of sub-tests from the Illinois Test of Psycholinguistic Abilities (ITPA) and the Detroit Test of Learning Aptitude (DTLA).

Evaluation Findings

In general, cognitive gains made by the project group children were approximately equivalent to the gains made by comparison group children. A check on equivalent mean pre-test scores of both groups was performed, and no statistically significant difference was found to exist. The project group children were rated as having a more positive attitude about themselves and school throughout the year. The remediation procedures, as indicated by the number of children remaining in each learning disability category, were demonstrably successful.

Cost: $37,970 for 1972-73

Contact Person

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Park Place
Pawtucket, Rhode Island 02860

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Major Descriptors

Cognitive development
Learning disabilities
Remedial instruction
Self-concept
Underachievers

Minor Descriptors

Diagnostic teaching
Elementary school students

TEACHING EDUCATIONALLY HANDICAPPED CHILDREN INTERPERSONAL SOCIAL SKILLS

San Diego County Department of Education
San Diego, California

Overview

Is a lack of social skills the largest single problem facing the educationally handicapped child? Some experts believe that this lack not only prevents him from functioning as a normal child in the regular classroom, but also prevents him from functioning adequately in peer group settings. Predicated on this thesis, the primary goal of the project was to develop and implement an educational program helpful to those children in educationally handicapped classroom groups who exhibited specific interpersonal problems and a lack of social skills.

Target Population

The project focused upon educationally handicapped children in grades one through six who lacked social skills. In 1972-73, 120 students participated.

Major Purpose and Objectives

The project's three principal objectives were to: 1) train teachers to understand principles of group dynamics and to increase their level of skill in interpersonal transactions; 2) reduce detrimental social behavior of the pupils; and 3) develop a manual containing materials, interpersonal games and exercises which could be used to teach educationally handicapped children.

Activities

The mechanisms for implementing the objectives consisted of teacher training workshops and consultations in the classroom between the teacher, the pupils and the project coordinator. The project objectives were achieved through intensive training activities. Teachers acquired innovative teaching techniques, methods of improving communication skills and procedures for developing better interpersonal relationships in their classroom. Video recording and playback of group exercises in the classroom were important training tools. Considerable time and effort was expended in developing materials for a prototype manual. In addition to consultant input, project teachers developed interpersonal games and simulation techniques. Most of the selected procedures were tested in the classrooms of participating teachers. These procedures were discussed at monthly workshops prior to inclusion in the manual.

Evaluation Strategy

To evaluate the effect of the project on teachers, the Fundamental Interpersonal Relationships Orientation Form B was administered before and after a four-day human relations workshop. Exit interviews were conducted by the evaluation consultant.

The effects of the project on pupils was determined by: 1) qualitative observation of teachers, 2) quantitative data obtained at pre- and post-measurement periods on children's detrimental interpersonal behavior, and 3) three measurements of experimental children's interpersonal behavior as compared with those of the control group. Three instruments were employed to obtain these measurements. The first was a checklist of detrimental behaviors to be filled out by the teacher. The second was a self-report inventory of detrimental behaviors as reported by the child. The third was a parental report on the child's level of interpersonal functioning. These inventories were administered to members of both the project and comparison groups at the beginning and the conclusion of the project period.

Evaluation Findings

The project's training activities contributed substantially to the personal growth and the professional development of the teachers. The qualitative observations indicated a high level of success in reducing detrimental social behavior of the pupils. Quantitative data indicated that the progress of the experimental group exceeded that of the control group.

Cost: $70,000 for 1972-73

Contact Person

Dr. Lawrence C. Barry
Project Director
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San Diego, California 92111

(714) 278-6400, ext. 365

Major Descriptors

Academically handicapped
Behavior change
Inservice education
Peer relationship

Minor Descriptors

Elementary school students
Group dynamics

TRAINING PROGRAM CENTER
Palisades Park Board of Education
Bogota, New Jersey

Overview

Instructional approaches to enhance achievement of special education students do exist, but practical training in these approaches has not been generally available to teachers on the job or in teacher training institutions. Methodologies such as individualized instruction, the use of performance objectives, and behavior development have in common a "systems approach" to instructional planning and management; that is, an approach based on precise diagnosis, prescription, and evaluation. This program was designed to develop a comprehensive application of the systems approach to the instruction of special education youngsters, and to the special education teacher's acquisition of these skills as well.

Target Population

The target group included all special education students and their teachers in kindergarten through grade twelve.

Major Purpose and Objectives

The program objectives were to: 1) increase students' task-oriented behavior, 2) improve students academic gains, and 3) enhance the frequency of teacher attention contingent on positive student behavior.

Activities

In-service courses using lecture, role-playing, video-tape and task groups were held for the teachers. The students utilized special materials including Individual Instructional Pathways and Behavior Mod Squad. Learn-cycle, a three-part manual of behavior development, was made available for the teachers' use.

Evaluation Strategy

The Wide Range Achievement Test and regular observations of the students and teachers were utilized.

Evaluation Findings

Task-oriented behavior showed significant gains; contingent teacher attention showed significant gains; and the students made academic gains of .8 years in both the math and reading areas.

Cost: $116,000 for 1972-73

Contact Person

Ms. Barbara Pentre
249 Leonia Avenue
Bogota, New Jersey 07603

(201) 487-2707

Major Descriptors	Minor Descriptors
In-service education	Educational diagnosis
Special education	Instructional materials
Systems approach	Secondary school students
Task performance	Teacher education

VAMP
(VISUAL AND MOTOR PERCEPTUAL)
Brown City School District
Brown City, Michigan

Overview

The *Visual and Motor Perceptual (VAMP)* program was developed to help the early elementary child achieve competencies in the basic visual and motor perceptual skills which are the basis for continuous progress throughout life.

Target Population

The target group consisted of 45 children from kindergarten through grade two. Three criteria determined entry into the program: 1) average scholastic ability, 2) low socio-economic status, and 3) low scores on the Frostig Developmental Test of Visual Perception and/or Objective Criterion Reference Tests for Reading Readiness and Perceptual Motor Skills.

Major Purpose and Objectives

The major objective of the program was to improve the visual and motor perceptual skills of the target group.

Activities

Special activities directed toward improving perceptual skills were carried out in the regular classrooms. These activities were conducted by special reading teachers and paraprofessionals who worked with small groups of children for 30 minutes each day.

Evaluation Strategy

Pre- and post-scores of the Frostig Developmental Test of Visual Perception and Objective Criterion Reference Tests for Reading and Perceptual Motor Skills were used.

Evaluation Findings

The results of the tests indicated that 90% of the target group showed a gain at the end of the year. The program was termed a success.

Cost: $22,410 for 1972-73

Contact Person

Mrs. Marian R. Marion
4290 Second Street
Brown City, Michigan   48416

(313) 346-2781

Major Descriptors

Economically disadvantaged
Perceptual development
Reading
Small group instruction

Minor Descriptors

Elementary school students
Paraprofessional school personnel
Reading

Chapter 7

INDUSTRIAL ARTS

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"Industrial Arts is the body of related subject matter, or related courses, organized for the development of understanding about the technical, consumer, occupational, organizational, managerial, social, historical, and cultural aspects of industry and technology. Learning experiences involve activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes which provide opportunities for creativity and problem solving."

Standard Terminology for Curriculum and Instruction in Local and State School Systems, NCES, 1970

MOVAN
PRE-OCCUPATIONAL OPPORTUNITIES FOR ELEMENTARY PUPILS
School District #81
Spokane Public Schools
Spokane, Washington

Overview

MOVAN was developed by the Spokane Public Schools to give students a sense of craftsmanship through the use of tools and materials. The activities of this program were designed to make school more enjoyable, thereby, creating positive attitudes toward school.

Target Population

This program was directed toward 1,900 fifth and sixth grade students from 15 Title I schools.

Major Purpose and Objectives

The program had the following primary objectives: 1) students who were given a choice of materials and projects would complete their projects to the satisfaction of the instructor; 2) students would use tools and equipment according to safety standards set by the instructor; 3) students would attend an open house at which their work was displayed, showing pride in their achievement; 4) parents and classroom teachers would indicate, when asked, that students' attitudes toward school had improved; 5) pre- and post-test scores of disadvantaged pupils would show a 20% improvement in attitude toward tools, materials, the environment and acts or relationships in the world of work; and 6) parents would evaluate the program with at least 75% endorsement.

Activities

Using three mobile vans as classrooms, the project involved the pupils in success-oriented activities utilizing woods, plastics, clay and metals. As the students used the tools and materials, they were made aware of the occupations which related to them. Each MOVAN session lasted from seven to ten days. Class size was limited to 15 students. (Over a two-year period, the students were able to visit all three vans.) Follow-up activities conducted by the classroom teachers, included the use of films, slides and other visual aides relating to craftsmanship or vocations.

Evaluation Strategy

Evaluation of the project was carried out in three ways. First, a form was developed to record the number of participants, the total number of projects completed, projects brought to the open house, and the number of visitors at the open house. Second, pre- and post-tests on students' perception of the world of work were given to pupils in the program. Third, questionnaires allowed parents, visitors at the open house, principals and classroom teachers to evaluate the program and report observable change in student attitude.

Evaluation Findings

All objectives were attained and the program was considered to be an overwhelming success.

Cost: $45,000 for 1972-73

Contact Person

Mrs. Shirley Cross
West 825 Trent Avenue
Spokane, Washington 99201

(509) 455-4465

Major Descriptors	Minor Descriptors
Career planning	Audiovisual aids
Mobile classrooms	Disadvantaged youth
Shop curriculum	Elementary school students
Student projects	Safety education
	School visitation

Chapter 8

MATHEMATICS

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> "Mathematics comprises the body of related subject matter, or the body of related courses, organized for carrying on learning experiences concerned with the science of relations existing between quantities (magnitude) and operations and the science of methods used for deducing from other quantities, known or supposed, the quantities sought."

Standard Terminology for Curriculum and Instruction in Local and State School Systems, NCES, 1970

Mathematics programs which are described in combination with other basic skills curricula, such as English language arts and social studies, are catalogued under *General Elementary and General Secondary Education*, Chapter 5.

LEARNER ORIENTATION TO TECHNOLOGY

Grand Forks Public Schools
Grand Fords, North Dakota

Overview

The exponential increase in human knowledge makes man's interaction with technology a certainty for the future. Heretofore, elementary and secondary education in Grand Forks did not completely prepare learners for such experience. Therefore, this project was designed to familiarize students, teachers and administrators with computer technology and its various applications in a learning system.

Target Population

The target group was composed of 6,500 students in junior high and high school and 125 professional instructors.

Major Purpose and Objectives

The project was aimed at mathematics and science students who utilized the computer as part of their program of study. It was hoped that these students would: 1) comprehend the functioning of the computer, and 2) respond with positive attitudes toward education.

Activities

The program used a central, multi-language, time-sharing computer system located at South Junior High School. In addition, ten teletype terminals were located in three junior high and two senior high schools.

The computer-assisted programs were included as part of the learning experiences for each student. More than 200 math-science programs, games and simulation routines were developed and used by the students.

Evaluation Strategy

The Computer Concept Questionnaire and School Sentiment Index were administered on a pre-test and post-test basis to evaluate the program.

The evaluation of the program was sub-contracted to the Bureau of Educational Research and Services at the University of North Dakota.

Evaluation Findings

Significantly positive results obtained from the instruments indicated that both objectives were attained.

Cost: $74,997 for 1972-73

Contact Person

Mr. Walter H. Knipe
1224 Walnut Street
Grand Forks, North Dakota 58201

(701) 772-6883

Major Descriptors	Minor Descriptors
Computer science education	Computer assisted instruction
Sciences	Mathematics
	Secondary school students

LRC COMPUTER NETWORK
Bluefield State College
Bluefield, West Virginia

Overview

Computer educational networks had their inception in metropolitan school districts. Equipment cost and lack of trained personnel had blocked rural public school students from the mainstream of computer technology. A consortium of several small rural school districts allowed the Bluefield area to gain the benefits of this technology.

Target Population

Secondary school administrators, teachers of mathematics and science and secondary students from grades seven through twelve.

Major Purpose and Objectives

The objective of the *LRC Computer Network* was to make the capabilities of modern computer technology available to high school administrators, teachers, and students. The program sought to effectively establish formal computer science training and instruction.

Activities

Project teachers were trained in computer science and computer-assisted instruction. Secondary students were taught to utilize teletypewriter terminals for computer science training, problem-solving activities and instruction at computer terminals in consumer arithmetic. Workshops were conducted with school administrators to improve administrative processes through automation. For special education classes, computer assisted instruction was used in consumer arithmetic.

Evaluation Strategy

Student performance objectives and criteria pre- and post-tests were used including the WRAT tests. Surveys of administrators, teachers and children provided administrative evaluation.

Evaluation Findings

Computer science and mathematic students met in excess of 80% of the defined performance objectives. Special education students exceeded anticipated achievement growth in mathematics. More than 15,000 students benefited from computer administrative service.

Cost: $90,000 for 1972-73

Contact Person

Robert P. Perry
Director
Campus Box 16
Bluefield, West Virginia

Major Descriptors

Computer assisted instruction
Computer science education
Mathematics
Rural school systems
Sciences

Minor Descriptors

Professional training
Secondary school students
Teacher education

MATHEMATICS ACHIEVEMENT PROGRAM
Pasadena Unified School District
Pasadena, California

Overview

The *Mathematics Achievement Program* provided an innovative approach to mathematics for students who had a history of poor progress in math. The program was patterned after an interpretation of the cognitive development theory of Jean Piaget.

Target Population

The target population consisted of ninth grade students from two high schools who scored at least one year below grade level on standardized tests.

Major Purpose and Objectives

The purpose of the project was to develop a mathematics program that would raise the achievement level by a significantly higher mean score than that attained by comparable students in current mathematics programs.

Activities

To accomplish the goals set forth, a staff of child-oriented teachers and aides were selected to work with students on an eight-to-one ratio. Activities were developed which encouraged positive student self-image, provided for individual needs, and allowed maximum peer interaction. In addition, in-service workshops were held for the staff.

Evaluation Strategy

Pre- and post-administration of the California Test of Basic Skills were used to evaluate the program.

Evaluation Findings

Students involved in the program made significantly more progress, as determined by the standardized tests, than the comparison group.

Cost: $85,000 for 1972-73

Contact Person

Richard Berryman, Project Director
John Muir High School
1905 Lincoln Avenue
Pasadena, California 91103

(213) 798-6283

Major Descriptors

Cognitive development
Mathematics
Remedial mathematics
Self-concept

Minor Descriptors

Secondary school students

MATHEMATICS DEMONSTRATION PROGRAM
Pacoima Junior High School
Pacoima, California

Overview

The *Mathematics Demonstration Program* was developed to improve the educational outlook for youth who would otherwise have little chance of success in high school. Designed for those students who were more than a year behind in their math skills, the program provided intensified individualized remedial instruction on a part-time basis.

Target Population

The target group consisted of 729 students in grades seven through nine. These pupils were educationally disadvantaged and more than one year below grade level in mathematics achievement.

Major Purpose and Objectives

The major objective of the program was to improve the math skills of the target students.

Activities

The basis of this program was the curriculum and unit objectives written by the staff as a whole. The pre- and post-tests for each unit and the extensive guide to available instructional materials enabled the classroom teacher to personalize instruction according to the demonstrated learning needs of each pupil.

For those whose computational skills fell too far short for them to participate profitably in the full classroom program, the Mathematics Laboratory provided part-time remedial instruction. In their regular classroom these pupils were still able to participate in concept building and skill building activities geared to their own levels.

Evaluation Strategy

The California Test of Basic Skills was used to evaluate the program.

Evaluation Findings

Post-test results showed an average gain of 18 months in seven months of instructional time.

Cost: $168,500 for 1972-73

Contact Person

Ms. Elaine R. Lindsay
9919 Laurel Canyon Boulevard
Pacoima, California 91331

(213) 896-5816

Major Descriptors

Educationally disadvantaged
Individualized instruction
Learning laboratories
Mathematics
Remedial instruction

Minor Descriptors

Secondary school students

THE NUFFIELD APPROACH TO MATHEMATICS
La Mesa-Spring Valley School District
La Mesa, California

Overview

The Nuffield Approach to Mathematics was instituted as a demonstration project because of its potential for broadening mathematical understandings.

Target Population

Elementary school children grades one through six in a predominantly middle-upper class, white, suburban community. Nine hundred fifty (950) students attended the demonstration school project.

Major Purpose and Objectives

The objectives were to develop a program based on the Nuffield approach to enable students to demonstrate: 1) increased gains in achievement, attitude improvement, mastery of cognitive skills related to program content; and 2) increased knowledge of mathematics.

Activities

The Nuffield Approach to Mathematics focused on the basic skills related to prediction and estimation; organization of data; mathematical relationships; number systems, operations, and sentences; geometry; and measurement. Stress was placed upon the use of manipulative aids and open-ended games, including strategies, patterns, functions, and formulas.

Evaluation Strategy

The evaluation strategy included provision for an external audit of total program operation at the end of the project year, comparative measurement of pupil achievement in mathematics based on data accruing from standardized comparative tests, data related to attitudinal improvement derived from semantic differential results, and an assessment of cognitive skill development as indicated in task development surveys specifically designed for this purpose. Among the instruments used were the Cooperative Primary Test and the Comprehensive Tests of Basic Skills.

Evaluation Findings

Students in program schools made greater gains in attitude toward school and in mathematics. Seventy-three per cent (73%) of the primary pupils scored 80% or better, 90% scored 70% or better in cognitive skills than the comparison groups. The greater median gain was shown in grades two and four.

Cost: $73,789 for 1972-73

Contact Person

Joan C. Boeman
4750 Date Avenue
La Mesa, California 92041

Major Descriptors

Learning laboratories
Mathematics
Student improvement

Minor Descriptors

Basic skills
Cognitive development
Elementary school students
Instructional materials

PRE-ALGEBRA DEVELOPMENT CENTERS
Chicago School Board
Chicago, Illinois

Overview

The *Pre-Algebra Development Centers* program was a summer project directed toward correcting math deficiencies in eighth grade graduates, thereby preparing them for success in regular algebra programs upon entering the ninth grade.

Target Population

The target group was comprised of 240 inner-city underachieving eighth grade graduates.

Major Purpose and Objectives

The main objectives of the program were to enable students to: 1) improve their ability to perform basic operations with numbers; 2) obtain a stanine of four or higher on the Stanford Achievement Test; 3) translate work problems into ratios, proportions, and equations; and 4) diagnose their own strengths and weaknesses, and select the appropriate materials for remediation.

Activities

The students participated in a program which included learning experiences in the mathematics laboratory, intensive student-teacher interaction in regular classroom situations, and individualized diagnosis and remediation of learning difficulties. Laboratory equipment was selected and used to stimulate interest and motivate creativity. While using the skills development kit, the students kept individual records of their progress. In all phases of the program, students were encouraged to work together to clear up each other's misunderstandings and to strengthen their understanding of the math concepts.

Evaluation Strategy

Pre- and post-Metropolitan Achievement Tests and Stanford Achievement Tests were administered, and student progress charts were evaluated to determine the success of the program.

Evaluation Findings

There was statistical proof that students improved their ability to perform the basic math operations.

Eighty per cent (80%) of the students obtained a stanine of four or higher on the Stanford Achievement Test.

The statistically significant differences between the pre- and post-tests indicated that the students were successful in translating work problems. By plotting the group's average progress, it was determined that the students were reasonably able to realize their weaknesses and select appropriate materials of remediation.

Cost: $96,922 for 1972-73

Contact Person

Mrs. Dorothy S. Strong
1750 East 71st Street
Chicago, Illinois 60649

(312) 955-0600, ext. 80

Major Descriptors

- Disadvantaged youth
- Mathematics
- Remedial instruction
- Summer programs

Minor Descriptors

- Diagnostic teaching
- Learning labs
- Secondary school students
- Student centered curriculum
- Testing

SELF-INSTRUCTIONAL MATHEMATICS PROGRAM, LEARN AND EARN
(SIMPLE)
Detroit Public Schools
Detroit, Michigan

Overview

SIMPLE is an individualized program designed to develop mastery of basic math computation skills. The program incorporates small sequential steps, systematic review, and an incentive system. Students teach themselves with the aid of magnetic card readers, cassette players, slide projectors, and desk-top computers.

Target Population

Participating in the program were 200 junior high school students who displayed inadequate math skills as indicated by standardized test scores.

Major Purpose and Objectives

The objective of the SIMPLE program was to determine whether the treatment group would make a significantly greater gain in arithmetic computation achievement than would a control group.

Activities

The SIMPLE program was concerned exclusively with the four basic computation operations on whole numbers only. The program structure was diagnostic, prescriptive, and evaluative.

SIMPLE was managed by three teacher aides who administered the diagnostic tests, set up the instructional equipment, checked students' work, and maintained individual progress records. They worked under the supervision of the school administration and author of the program. Because the program was individualized and self-teaching, each student progressed at his own rate. To provide motivation, students earned tokens for each skill area successfully completed. Each token was worth 20¢ and the students received a paycheck once every two weeks for the amount of money which they had earned.

Evaluation Strategy

The Arithmetic Computation subtest of the Stanford Achievement Test was administered in September and in May so that comparisons could be made. From a list of students scoring two or more years below grade level, a random selection of students was drawn to participate in SIMPLE. The remaining students on the list provided a control group.

Evaluation Findings

According to the post-test scores, the target group made significantly greater gains than the control group.

Cost: $22,832 for 1972-73

Contact Person

Dr. Louis D. Monacel
Assistant Superintendent
5057 Woodward Avenue
Detroit, Michigan 48202

(313) 494-1679

Major Descriptors

- Autoinstructional aids
- Educational diagnosis
- Independent study
- Mathematics

Minor Descriptors

- Diagnostic teaching
- Secondary school students
- Student motivation
- Teacher aides

SUCCESS IN MATHEMATICS THROUGH AURAL READING TECHNIQUES (SMART)

The School Board of Volusia County
Daytona Beach, Florida

Overview

The basic function of the *SMART* project was to individualize mathematics instruction by using specially prepared tape recordings and student study sheets. By recording the mathematics lessons, the teacher was relieved of the necessity of merely dispensing information and thus became free to work with students individually. The benefits of using this technique were threefold: 1) the teacher was able to help each student with his particular problem; 2) the pressure on the student to "keep up" that is inherent in lecture-type, whole-class-oriented situations was removed; and 3) the more capable students were allowed to forge ahead without restraint. In addition, the tapes permitted the student to make progress in math even if he was a poor reader.

Target Population

The *SMART* project involved the total fifth and sixth grade population of Volusia County. In 1972-73, 3,940 students participated.

Major Purpose and Objectives

The major objective of the project was to enable the fifth and sixth grade students to use computational skills more nearly commensurate with their aptitude. Secondary objectives included: 1) improving the students' reading skills, 2) improving the students' self-concept by having them work at their own level using success-oriented materials, and 3) improving teachers' attitudes toward individual needs of students.

Activities

The first phase of the project involved student diagnosis and orientation. The student's computational skills were diagnosed using general achievement and "facts" tests. Following diagnosis, the student was given the student study booklet and tape which were best suited to meet his mathematical needs. He would listen and study for a few "steps," then turn off the machine and do the next "step," which was a practice exercise.

The answers were checked using "Key to Practice Exercises" found in the appendix of the student study booklet. If there were errors other than careless mistakes, the student could replay the tape or consult the instructor. These procedures continued until the student completed his booklet and passed a test covering the unit.

Evaluation Strategy

Experimental and control groups were formed as part of the evaluation design. These groups, although heterogeneous, were matched by grade level and were of comparable mathematical ability. Pre- and post-testing of the groups was accomplished using the Stanford Math Achievement Test, the Math Symbols and Vocabulary Test, and the Volusia County Math Survey. The analysis of covariance was used to analyze the test results.

Evaluation Findings

On all tests of the major objectives, the gains made by the experimental group were significantly higher (.01 level) than those achieved by the control group.

Cost: $79,476 for 1972-73

Contact Person

Mr. Jack Duncan, Manager
P O Box 1910
Daytona Beach, Florida 32015

(904) 255-6475, ext. 245

Major Descriptors

- Audiovisual instruction
- Diagnostic teaching
- Individualized instruction
- Mathematics

Minor Descriptors

- Elementary school students
- Reading skills
- Self-concept
- Teacher attitudes

Chapter 9

MUSIC

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"Music is the fine art that utilizes sounds in time in a meaningful and organized manner. Subject matter and activities in music are designed to impart the skills and knowledge necessary for the understanding, appreciation, creation, performance, and enjoyment of music."

Standard Terminology for Curriculum and Instruction in Local and State School Systems, NCES, 1970

Music programs which are described in combination with other programs in the fine arts are catalogued under *General Elementary and General Secondary Education*, Chapter 5.

INSTRUMENTAL EXEMPLARY MUSIC PLAN
Anchorage Borough School District
Anchorage, Alaska

Overview

The *Instrument Exemplary Music Plan* provided each elementary school child with the opportunity to play an orchestral instrument within the structure of his general music program. The program was administered in four elementary schools, each with its own full-time music specialist. Students had an opportunity for instruction on the violin, cornet, and clarinet. It was felt that by acutally playing three different instruments, the students would experience many more meaningful concepts in music.

Target Population

Third grade through sixth grade students in four schools participated in the project. Students in two of the schools were considered disadvantaged. A total of 1,278 students were served by the project.

Major Purpose and Objectives

The main purpose of the project was to provide a sequential music experience to students in elementary schools, regardless of socio-economic conditions. Its specific objectives were to: 1) improve general music knowledge; 2) provide a new and different service in an exploratory area; and 3) provide, at an earlier age than is normal, a comprehensive program of vocal and instrumental music for disadvantaged and non-disadvantaged students.

Activities

In the third grade students were introduced to drum sticks and pads to develop rhythmic notation. Song flutes and tonettes were used to teach the students basic musical notation.

Fourth graders were introduced to the violin, while children in grades five and six began instruction on the cornet and clarinet, respectively. Each instrument was used by as many as eight students. This kept the expenditures for instruments to a minimum. It did mean, however, that students were not able to practice the instruments at home If the program were performance-oriented, this could have been a serious problem. However, the program was designed as an experience-oriented music plan. Students' progress appears to justify the strategy.

Evaluation Strategy

Pre- and post-testing with the "Music Achievement Test" (MAT), developed by Hollett Music Corporation, was used. Project students were compared with a group of 600 students in two schools not included in the program.

Evaluation Findings

Schools involved in the program showed a marked gain in music knowledge as measured by the MAT. The control schools showed little gain, and one class showed no gain at all. The program also seemed effective for disadvantaged students as well as non-disadvantaged students.

Cost: $40,900 for 1972-73

Contact Person

Mr. Frank W. Pinkerton
670 Fireweed Lane
Anchorage, Alaska 99502

(907) 279-6465

Major Descriptors

- Music
- Musical instruments
- Sequential programs

Minor Descriptors

- Disadvantaged youth
- Elementary school students

Chapter 10

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NATURAL SCIENCES

> "The natural sciences include the body of related subject matter, or the body of related courses, organized for carrying on learning experiences concerned with knowledge of the physical and biological world, and of the processes of discovering and validating this knowledge."

Standard Terminology for Curriculum and Instruction in Local and State School Systems, NCES, 1970

ENVIRONMENTAL CENTER FOR OUR SCHOOLS
Springfield Public Schools
Springfield, Massachusetts

Overview

A city park of 745 acres, containing a variety of natural environments, became an ideal outdoor school setting. Students were given the opportunity to explore areas beyond their own home and school, thereby increasing their environmental knowledge through an activity-centered program. In addition, *Environmental Center for Our Schools (ECOS)*, provided training for teachers to enable them to more effectively use the classroom, as well as the outdoors, as a setting for ecological studies.

Target Population

The target population consisted of 9,000 fourth, fifth, and sixth graders from the city's public and parochial schools. Three hundred (300) classroom teachers also participated in the project.

Major Purpose and Objectives

The primary function of Project ECOS was to increase the environmental literacy of the students. The project's specific objectives were to: 1) increase students' awareness of their personal relationship to their ecological environment, 2) increase students' sensitivity to mankind's relationship to the environment, 3) induce student involvement in evaluation of the present state of the natural environment, 4) create a sensitivity to the need for a balance of nature within the total environment, and 5) instill in students an awareness of a process of implementing creative design for their future in terms of ecological literacy.

Activities

The fourth grade project was conducted for three consecutive days. Each gruop studied a forest, a pond and a field community. They observed the interdependence of living things in each community and the vital role each member plays in maintaining the ecological balance in that community. The fifth grade project was a two-day series at the Center, with emphasis on community succession, adaptation and seasonal change. The sixth grade project consisted of a three-day series, emphasizing survival and man's responsibility toward its environment. This program was scheduled for the winter months.

The participation of over 900 parents permitted dissemination of environmental awareness in the community, beyond the direct reach of the schools.

Evaluation Strategy

The evaluation design included: 1) a self-evaluation by the project director and staff, 2) an on-site review by a team of educators, 3) an evaluation of the objectives by Psychometrics, Inc., and 4) a response from parents, teachers, and students.

Evaluation Findings

The results indicated that obvious changes had occurred in terms of students' awareness, perspectives, and values relative to their natural environment. The per cent of growth for two of five objectives (three and four) measured 22.18% and 21.43%, respectively. For objective two, the per cent of growth measured 14.87%. Unanticipated program benefits further indicated the impact of Project EOCS. They were: 1) the assistance volunteered by several community organizations, 2) parent participation, and 3) the interest of local colleges in using the project for teacher training.

Cost: $140,430 for 1972-73

Contact Person

Mr. Clifford A. Phaneuf, Director
195 State Street
Springfield, Massachusetts 01103

(413) 733-8161

Major Descriptors	Minor Descriptors
Community resources	Elementary school students
Environmental education	Nature centers
Student attitudes	Outdoor education

ENVIRONMENTAL ECOLOGICAL EDUCATION PROGRAM

Parkway School District
Chesterfield, Missouri

Overview

The average citizenry must come to know and understand much more of the problems of human survival in the twentieth century. Consequently, students must be exposed to this knowledge so that an understanding and appreciation of our world becomes an integral part of their lives.

Target Population

Parkway students from kindergarten through grade twelve. Total participants: 17,500.

Major Purpose and Objectives

The purpose of the program was to prepare and implement a variety of district wide, inquiry-oriented, interdisciplinary environmental education programs through teacher in-service training. These programs were to actively involve students, to improve attitudes of the student population, to raise the level of understanding of how all parts of the environment interact, to increase student mastery of basic skills of field research, to increase student appreciation for aesthetics of the natural surroundings, to increase growth and development of handicapped children, and to establish a continuing in-service training program within each elementary building for teaching staff.

Activities

Six-week in-service workshops were held for eighty per cent (80%) of the teachers. Teachers developed a curriculum dealing with specific environmental topics for students in grades one through twelve. Their experiences, other than classroom work, were oriented toward outdoor activities such as economic geology, creative dramatics, weather, water environment, archery, natural arts and crafts, cemetery study, folklore, etc. Specific activities were developed for the orthopedically handicapped students.

Evaluation Strategy

The program was evaluated by the National Advisory Council on Supplementary Centers and Services.

Evaluation Findings

Conceptual knowledge increase was significant. The students were acquiring at least 80% of the basic skills in field research. The project was approved as a validated program.

Cost: $144,386 for 1972-73

Contact Person

Mr. V. Abbott
455 North Woods Mill Road
Chesterfield, Missouri

Major Descriptors

Environmental education
Interdisciplinary approach
Outdoor education
Student attitudes

Minor Descriptors

Curriculum development
Elementary school students
Physically handicapped
Secondary school students
Workshops

ENVIRONMENTAL EDUCATION CENTER
Madison County Schools
Oteen, North Carolina

Overview

The mission of the *Environmental Education Center* was to foster within sixth-grade students, in participating school populations of Western North Carolina, knowledge about and positive attitudes toward the environment and man's role in the environment.

Target Population

The target group included sixth grade students in public and private schools and their teachers.

Major Purpose and Objectives

Specific objectives of the project were to: 1) increase students knowledge of the environment and environmental concerns, 2) create a positive change in attitude toward the environment and environmental concerns among students, 3) increase teacher knowledge of the environment and of man's role in the environment, 4) change teacher attitudes toward the environment, and 5) change teaching behavior as it relates to environmental education.

Activities

During the 1972-73 year, the Center sponsored three ten-week sessions for sixth grade teachers and their classes. Each session was divided into three distinct phases. During Phase I, staff specialists visited the teachers and their students and surveyed the school facilities and local communities for features that could be included in environmental programs. Phase II provided environmental workshops for the teachers. Emphasis was placed upon individualization through a variety of activities and approaches. Phase III was an on-site cooperative venture between the classroom teachers and their students. Activities during this phase included program presentations, field trips and small group discussions of environmental problems.

Evaluation Strategy

The project evaluation was conducted by Carolina Educational Consultants. Instruments used for the evaluation included the Environmental Knowledge and Opinion Survey, the Environmental Science Test, the Environmental Attitude Survey, and the Environmental Teaching Behavior Inventory. All tests were administered on a pre- and post-test basis.

Evaluation Findings

All objectives were achieved at the .05 level of significance.

Cost: $87,631 for 1972-73

Contact Person

Dr. L. Liggett
13 Veterans Drive
Oteen, North Carolina 28805

(704) 298-3707

Major Descriptors

Environmental education
Individualized instruction
In-service education
Resource centers
Student attitudes

Minor Descriptors

Elementary school students
Field trips
Resource teachers
Workshops

ENVIRONMENTAL EDUCATION LABORATORY
Albuquerque Public Schools
Albuquerque, New Mexico

Overview

National attention has recently been focused on the unequivocal problem of the contamination and exploitation of our natural and man-made environment. The *Environmental Education Laboratory* was designed to provide teachers and students with an opportunity to effectively develop appropriate knowledge and attitudes regarding man's relationship with, responsibility for, and impact on his total environment.

Target Population

This environmental education program involved all fifth and sixth grade students. The total number of participants in the 1972-73 school year was 9,500.

Major Purpose and Objectives

The major purpose of this program was to provide teachers and students with direct, first-hand, outdoor and indoor environmental education.

Activities

Phase I, or the pre-site phase of the program, began with a classroom discussion of four basic principles of life and growth: change, adaptation, interaction/interdependence, and varieties and similarities. The students used these principles as a framework on which to build tangible experience and as an image through which they could understand the intertwining of all life processes.

Following the introduction of these principles and of their relationship to the immediate man-made environment, the class was taken on a one-day field trip to the outdoor laboratory to study these principles as they relate to various forms of life in a pristine environment. The laboratory was located on a 130-acre campus with commensurate buildings and facilities approximately 22 miles from downtown Albuquerque.

From the knowledge gained in the first two phases, it was then the responsibility of the teachers and students to integrate the newly acquired knowledge and attitudes into the total curriculum of the classroom.

Evaluation Strategy

The following instruments were used to evaluate this program: 1) a semantic differential questionnaire which measured teacher satisfaction; 2) an environmental opinionnaire test which measured student knowledge of facts pertaining to man's relationship to the environment, as evidenced by their pre- and post-test gains; and 3) a picture/response opinionnaire test which measured student attitude change in keeping with the goals of the program, as evidenced by their pre- and post-test differences.

Evaluation Findings

Teacher satisfaction with the overall components of the program was determined to be very high. The results of the environmental opinionnaire test given to students showed a significance at the .005 level. The results of the picture/response test also showed a significance at the .005 level.

Cost: $67,500 for 1972-73

Contact Person

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Major Descriptors

Environmental education
Outdoor education
Learning laboratories

Minor Descriptors

Elementary school students

ENVIRONMENTAL LEARNING LABORATORY

Desota County Schools
Arcadia, Florida

Overview

The Desota *Environmental Learning Laboratory* was established to provide, in a natural setting, instruction in environment-centered learning. The instructional service resulted in increased knowledge of the environment and man's relationship to it, in changed attitudes toward environmental problems, and in improved skill in the teaching of ecology.

Target Population

The Learning Laboratory sought to provide services to all students in grades six through eight and to teachers of these grades. The students served were residents of a predominantly rural area and were typically from homes of low economic, occupational and educational status. Eight hundred and thirty students participated in the 1972-73 school year.

Major Purpose and Objectives

This project was intended to create an awareness of the environment and its interrelationship with man by teaching ecology in natural settings. Primary program objectives were to: 1) increase the student awareness of the interrelationship and interdependence between man and his environment; 2) provide a relevant change in student behavior, resulting in a more positive attitude toward the student's environment; 3) provide the student with a basic foundation of knowledge in the science of ecology; 4) provide the student with specific knowledge of the eco-systems that exist in his home environment; 5) implement a change in overall student attitudes toward learning by making the learning experience more relevant to the world in which the student lives; 6) demonstrate the effectiveness of the "hands-on" experience provided by the Environmental Learning Laboratory; and 7) increase the level of specific ecological knowledge and the general awareness of the importance of the subject in the entire teaching staff of the school.

Activities

A 40-acre facility was developed ten miles from the school. Necessary improvements including utilities, an access road, and foot paths were made available largely through services and materials donated by community interests. The facility was staffed by a project director, two environmental education teachers, and a resident caretaker.

The development of a curriculum was accomplished to meet the specified project objectives and to fully exploit the learning resources the facility afforded. The curriculum included a variety of activities designed to increase the student's knowledge of the principles of ecology. These activities were student-oriented and, as such, involved the student in active investigation of the environment. All activities were planned to point out the interrelationship between living organisms, or between living organisms and their non-living environment. The activities were also designed to allow the student to acquire the same information and ecological principles from a variety of activities in different habitats. The curriculum also included a final class in ecology which was taught in the classroom setting of Desota Middle School.

Each group of students who visited the Laboratory was accompanied by one or more of their regular teachers, who took part in the curricular activities. In this way, teachers in the Desota schools gained from the instructional services of the Center. Teachers also received instruction through the in-services training program of classes conducted by the Project Director and seminars to which community resource people contributed.

Evaluation Strategy

Evaluation instruments were designed specifically for this project. The evalution of project objectives was conducted by an outside consultant group on a quarterly basis. The evaluation design employed pre- and post-testing for objectives one, two, five and seven. Each group of students was tested once during its visit to the Center for objectives three and four.

Evaluation Findings

The evaluation results were significantly positive for all major objectives for which evaluation was conducted. It should be noted that for objective two, while a significant improvement in attitude toward the environment was indicated, change in the specific behavior displayed by the children did not result. Evaluation of objective six had not been conducted.

Cost: $67,498 for 1972-73

Contact Person

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Major Descriptors	Minor Descriptors
Elementary school students	Enrichment programs
Environmental education	In-service education
Learning laboratories	Outdoor education
Student attitudes	Rural school systems

MAINE ENVIRONMENTAL EDUCATION PROJECT
Intermediate School
Yarmouth, Maine

Overview

The *Maine Environmental Education Project* was proposed to meet the increasing need for a citizenry that possesses a knowledge of the total environment, an ability to maintain and improve the quality of the environment. It was aimed at the beginning to relate both curricula and learners throughout Maine to the environment, with emphasis on the local communities and immediate surroundings of students.

Target Population

All kindergarten through grade twelve students.

Major Purpose and Objectives

There were two kinds of objectives identified. First were the Statewide Program Implementation Objectives, which included: 1) the establishment of demonstration programs, 2) the initiation of an environmental emphasis throughout the curriculum, 3) the assistance of teacher education programs, and 4) the strengthening of the program through outside resources. Second were the Learner-Oriented Objectives. In this area it was intended that the student: 1) seek to discover and investigate the components and characteristics of his total environment and the relationship of man to his environment, 2) develop and apply criteria to evaluate the data related to his total environment, and 3) participate in selecting and implementing activities which contribute to the solution of environmental problems.

Activities

A sequence of activities was developed and carried out in the categories of needs assessment, program planning and design, program implementation, and evaluation of outcomes. A resource center of current materials was established. A series of teacher workshops and special community-oriented courses was developed and carried out. The project helped to initiate and implement a Masters degree program and undergraduate courses in the University of Maine. A series of guidelines describing curriculum development, community inventory, resource center development and local committee organizations was published and disseminated.

Evaluation Strategy

To evaluate the success of the project, the following were utilized: self-evaluation, an on-site State Department of Education Visitation Team, and the National Identification, Validation, Dissemination Program.

Evaluation Findings

The State Visitation Team cited impressive evaluation strategies and high local financial support as evidence of success. It also noted the unique concept of total community/curriculum integration and the highly trained and effective staff. The process model was affirmed as exportable and replicable.

Cost: $92,000 for 1972-73

Contact Person

Dr. Dean B. Bennett, Director
Intermediate School
McCartney Street
Yarmouth, Maine

Major Descriptors

Community involvement
Environmental education
Resource centers

Minor Descriptors

Student attitudes

MASTER PLAN FOR ENVIRONMENTAL EDUCATION
Milwaukee Public Schools
Milwaukee, Wisconsin

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Overview

Recognizing the stark reality of environmental degradation, the Milwaukee Public Schools developed a *Master Plan for Environmental Education* to be introduced into the entire school system. The plan involved all subject areas, all grade levels, all teachers, all students, universities and colleges, numerous community groups and agencies, businesses, industries and parents. The major theme of the program was the involvement of all citizens in the resolution of environmental problems.

Target Population

The *Master Plan for Environmental Education* involved all students and teachers from kindergarten through twelfth grade. The total number of participants in the 1972-73 school year was 39,000.

Major Purpose and Objectives

The overriding goals of the program were to develop a citizenry that would be knowledgeable about environmental problems, aware of definitive solutions and motivated to action. Eight objectives were defined in order to achieve these goals. They were the following: 1) developing a trained cadre of teachers to act as change agents for the Milwaukee environmental education program; 2) developing a school philosophy, and the knowledge and attitude which focused on the resolution of environmental problems; 3) creating supplementary environmental materials designed to be incorporated into the school system's overall curriculum; 4) establishing a vehicle through which students could obtain money and/or assistance for innovative constructive environmental education projects; 5) providing students with first-hand knowledge of factors influencing ecosystems, living and working conditions, decaying cities and population pressure; 6) increasing the cadre of student leaders with the knowledge and skills to identify and analyze problems and to follow through with cooperative plans of action; 7) providing educational and recreational activities for academically retarded, emotionally disturbed youth with an emphasis on environmental quality; and 8) establishing a demonstration farm program to show the direct relationship between man's well-being and a well managed farm environment.

Activities

The objectives of the program were accomplished through a number of activities. A trained cadre of teachers and a school environmental philosophy were developed through special leadership workshops. One workshop was operated in the summer and provided intensive study of environmental problems. Other workshops were held periodically throughout the school year for the purpose of in-service teacher training. One workshop was held annually to develop and evaluate environmental curricula.

Other program activities included student field trips to settings with various degrees of environmental quality, student involvement in constructive environmental education projects, and environmental instruction for academically retarded, emotionally disturbed youth.

Evaluation Strategy

Cognitive and affective impact of the environmental education program has been measured by an internal evaluation instrument which is still in the process of refinement. An evaluation report, however, is now being prepared, and should be finalized before the end of the 1973-74 school year.

Evaluation Findings

Although the cognitive and affective impact of the program has not as yet been fully determined, there are indicators which appear to substantiate the program's success. Support and response from the community and teachers have been enthusiastic. Each grade and subject area had incorporated an environmental emphasis. It was also observed that administrative acceptance of the plan and the changes which resulted was excellent. Perhaps the most important indicator of success is the substantial youth involvement in constructive environmental problem-solving.

Cost: $327,514 for 1972-73

Contact Person

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Master Plan for Environmental Education
Milwaukee Public Schools
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Major Descriptors	Minor Descriptors
Community involvement	Outdoor education
Curriculum development	Special education
Environmental education	

MOBILE SCIENCE LABORATORY
ELEMENTARY, SECONDARY EDUCATION ACT
Brookside Junior High School
Public School District 241
Albert Lea, Minnesota

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Overview

The *Mobile Science Laboratory* program began as a 1965 pilot program conducted to determine interest and utility of a secondary summer field science program. Subsequently, two Mobile Science Laboratories were built as a supplemental science resource to give students a comprehensive laboratory approach.

Target Population

The mobile laboratory served kindergarten through twelfth grade students from the public and parochial schools in the Albert Lea School District and several outlying communities.

Major Purpose and Objectives

The major purpose of the Mobile Science Laboratory Program was to provide students with the opportunity to conduct scientific experiments in an outdoor setting and to develop a deeper interest in the entire field of science. Several objectives of the project were to: 1) help teachers relate to the new scientific developments of the fast changing world; 2) take science from the text book to actual experimentation, exploration and conclusion; and 3) create an interest in science among girls.

Activities

The Mobile Science Laboratory equipment consisted of two trailer-laboratories, a kitchen trailer, and a significant library of field service reference books, films, and pamphlets. The first MSL trailer was a 40-foot semitrailer, which was remodeled as required. The trailer provided 16 working spaces for students, an area for the instructor, a photography laboratory, and a book storage area. A second MSL did not include a photo lab and increased the number of students' stations by 28.

Units for elementary children in the MSL included shadows, magnetism, rocks and minerals, sound, machines, light, weather, electricity, and chemical change. They varied in a number of lessons according to grade level. Most were taught by the resource teacher with the elementary teacher in a supportive role.

The duration and frequence of scheduled MSL field trips varied according to the grade level being served. The basic program, however, provided three half-day trips, two full-day trips and one day in the classroom. Students were returned home daily.

Each field trip was preceded by a planning session where the student wrote down his ideas for the project and the way he would collect and analyze his data. The students were provided general guidance and advice on request, but there was no fixed plan for action. Students collected what was necessary and performed their experiments or mounted their collections. There was the opportunity for those desiring it to write study papers on what they had done during the project.

Evaluation Strategy

The evaluation of this program employed the Planning Assistance Through Technical Evaluation of Relevance Numbers (PATTERN) process. It used criteria and instrumentation developed locally which fully integrated with the total evaluation process in the District.

Evaluation Findings

Evaluation showed that students who had more exposure to the MSL program were better able to analyze and implement in their science projects than students in the same grade who had not had as much experience in the program.

The Mobile Science Laboratory elementary program was verified as an effective in-service training resource. As a result of the Laboratory, regular teaching of science by elementary teachers increased from 30% to 85%. The greater confidence and interest by elementary girls in science was a direct result of the program. The general level of science education had increased in the school district. The increase was attributed to MSL.

Cost: $62,200 for 1972-73

Contact Person

Mr. C. D. Carpenter, Director
Mobile Laboratory, Brookside School
Albert Lea, Minnesota 56007

Major Descriptors

Females
Mobile laboratories
Outdoor education
Sciences
Student projects

Minor Descriptors

Elementary school students
Field trips
Independent study
Resource teachers
Science experiments
Secondary school students
Summer programs

OUTDOOR ENVIRONMENTAL EDUCATION PROGRAM
Fox Chapel Area School District
Pittsburg, Pennsylvania

Overview

The Fox Chapel School District had the cooperation of concerned citizens, community agencies and a state university in the planning and initiation of the *Outdoor Environmental Education Program.* This region includes a section of Pennsylvania rich in natural resources, with many historical sites, land and water forms, and a variety of plants and animals. A belief that the understanding of the environment by the youth would lead to greater protection of that community and its resources led to the program's development.

Target Population

The target population included 1,700 pupils from kindergarten through grade twelve.

Major Purpose and Objectives

The objectives of the program were to: 1) develop an in-service training program for teachers, 2) develop an on-the-spot awareness and concern in the pupils for their environment, 3) reduce the abuse of the public parks by children and adults, 4) involve pupils in the development of an outdoor curriculum, and 5) ~~to have them~~ survey the environmental concepts being taught.

Activities

Teachers were trained in practical techniques of environmental education by specialists from the university, soil and conservation agencies, park services, and civic organizations. Field trips with trained teachers helped pupils to observe, understand, and draw conclusions as to the wonders of nature in that region. Pupils talked and wrote about their observations and conclusions on life and forms in the outdoors.

Evaluation Strategy

Two evaluators observed and evaluated the program. Pre- and post-tests were given.

Evaluation Findings

The evaluation team found that ecological data was transported through the various disciplines of the school program. There were many illustrations of actual perception in the areas of science, art, literature and composition. The team praised the rightness of experimentation and the material emerging from such exploration. This material was usable and useful to all children. It was determined that a greater awareness and interest was shown by the pupils. The teachers were enthusiastic and other adults were pleased.

Cost: $54,687 for 1972-73

Contact Person

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Fox Chapel Area School District
611 Field Club Road
Pittsburg, Pennsylvania 15328

Major Descriptors

Community involvement
Curriculum development
Environmental education
Outdoor education
Student attitudes

Minor Descriptors

Elementary school students
Environmental education
Interdisciplinary approach
Secondary school students
Students field trips
Teacher education

PROJECT DISCOVER
Washington School District #6
Phoenix, Arizona

Overview

Development of this project was prompted by a definite increase in the number of culturally deprived and disadvantaged incoming students who exhibited a general lack of achievement in the basic academic skills of reading, writing, and arithmetic. The project modified the elementary science curriculum to provide tangible goals and experience-oriented activities. The project was based upon the concept that in elementary science, all students tend to learn better when they have an opportunity to manipulate materials and equipment. The program was to effect improved achievement in science and an increased sense of success. Hopefully, the sense of success would motivate students to greater achievement in other areas of the curriculum.

Target Population

Culturally disadvantaged students in the fifth and sixth grades comprised the target group for this project. These children, many from broken homes or from families with deteriorated social standards, tended to have low self-images and a lack of interest in school. Fifty-nine (59) students participated in the 1972-73 project.

Major Purpose and Objectives

Project DISCOVER was established to provide a continuous, individualized, multimedia science program for culturally deprived and disadvantaged children. Its main objectives were threefold: 1) to develop a two-year program of compensatory science experiences for disadvantaged and deprived children, 2) to determine whether or not the participants in these experiences could help in a significant way to overcome social and personal handicaps which usually attend such privation, and 3) to discover what changes in behavior in children might result from participation in the project.

Activities

The materials for the project included science packets, instructional tapes, slides, study prints, modules, records, books, filmstrips, and kits. Packaged units of instruction were developed which were short and experience-oriented. They dealt with the three major science groupings: 1) Earth and Universe, 2) Plant and Animal Life, and 3) Energy and Machines. They were designed to help the student learn: 1) how to follow directions, 2) how to observe and to keep accurate records, 3) how to make accurate measurements, and 4) how to apply some of what they learn to daily living. The units allowed the children, under close supervision, to proceed at individual speeds and, in so doing, to achieve success.

Each unit consisted of a pre-test which the student completed before proceeding. If he obtained a successful score, he did not have to complete the unit. There was also a set of behavioral learning objectives so that the learner knew specifically what was expected of him. A list of activities included reading from the special science booklets, using film-strips and records, the making of drawings, the use of study prints, and a discussion with the teacher as the last activity. Also part of the unit was a "Quest." This consisted of an outside activity which the student, if he so desired, could complete to give some depth to the topic. Examples of Quests were: making collections, completing experiments, and doing library readings and research. The last part of the unit was the post-test.

Evaluation Strategy

The effectiveness of the project was evaluated by tracking student progress in completing the units of study, administration of a student interest inventory, a pre- and post-inventory of inappropriate student habits by teachers, and teachers' observations.

Evaluation Findings

Over a three-month period, students completed an average of 5.3 units. The pre- and post-test in the units indicated that significant learning did take place as a result of the program. A study of the results of the interest inventory indicated that students felt more confident, enjoyed school and science more and made better use of school resources. The inventory of inappropriate habits showed that 31 of the 50 listed traits had improved since the beginning of the project.

Cost: $996 for 1972-73

Contact Person

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Major Descriptors

Culturally disadvantaged
Individualized instruction
Multi-media instruction
Sciences
Underachievers

Minor Descriptors

Behavior change
Elementary school students

Chapter 11

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SOCIAL SCIENCES/SOCIAL STUDIES

"The social sciences/social studies are comprised of interrelated subject matter organized to impart knowledge, develop skills, and identify goals concerning elements and institutions of human society in the disciplines of history, economics, political science, sociology, anthropology, psychology, geography, and philosophy.

The *social studies* are comprised of those aspects of the above which in practice are selected for instructional purposes in schools and colleges. Social studies are usually socially oriented with regard to aims and subject matter concerning the elements and institutions of human society.

Employing systematic, analytical, and theoretical methods, the *social sciences* include modes of inquiry such as historical or genetic approaches, survey research, experimentation, content analysis, and logical analysis. Illustrative methods as techniques include: field studies, case studies, statistical analysis, map and photo interpretations, simulation, participant observation, polling, questionnaires, and others."

Standard Terminology for Curriculum and Instruction in Local and State School Systems, NCES, 1970

Social studies programs which are described in combination with the basic skills curricula, such as English language arts and mathematics, are catalogued under *General Elementary and General Secondary Education*, Chapter 5.

GOVERNMENTAL RESPONSIBILITY AND STUDENT PARTICIPATION (GRASP)

The Marion Intermediate Education District
Salem, Oregon

Overview

Governmental Responsibility and Student Participation was developed as a new approach to teaching high school seniors about local governments and supportive organizations in the community by scheduling them out of the classroom to serve as interns in government and community organization offices.

Target Population

The participants were 200 high school seniors representing 18 schools in Marion County.

Major Purpose and Objectives

The goals of *Project GRASP* were: 1) to enhance the educational environment by providing an opportunity for seniors to actually become involved in the community in which they live, and 2) to promote understanding among high school seniors of citizen responsibility through their participation in governmental and community affairs.

Activities

The students were assigned to organizations and agencies which were willing to work cooperatively in teaching how and why they function. The students followed an agency-designed program of activities including observation, participation in meaningful experimental activities, special projects, and follow-up through classroom activities.

Evaluation Strategy

All GRASP candidates were given a pre-test prior to their placement in the program, and a post-test at the end of their government and community organization experiences. Each Friday was reserved for GRASP interns to disseminate information to other interns and students. The agency provided a complete evaluation form for each student at the end of his learning experience.

Evaluation Findings

The students became more responsible in this new setting than most people had anticipated. The experience opened up a new avenue of career exploration. A number of students were hired by the agencies and went on the payroll immediately upon graduation.

Cost: $57,224 for 1972-73

Contact Person

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Major Descriptors	Minor Descriptors
Career opportunities Citizenship responsibility Community involvement Internship programs	Secondary school students

INDEX

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Explanatory Notes

The following index to the abstract is arranged alphabetically by descriptors or subject term. The descriptors refer the reader to abstracts by page number. Alphabetization is letter-by-letter and not word-by-word. To illustrate this distinction, two lists of descriptors appear below. The list on the left is alphabetized letter-by-letter. The list on the right illustrates word-by-word alphabetizing.

Educational Games
Educational Innovation
Educationally Disadvantaged
Educational Strategies

Educational Games
Educational Innovation
Educational Strategies
Educationally Disadvantaged

Cross reference entries have been kept to a minimum, however, two forms of cross-reference are used: *see* and *see also*. *See* appears after some familiar terms which were not used in indexing the cataloged abstracts. It refers the reader to a conceptually related term under which abstracts are indexed. *See also* refers the reader to additional index entries for related subjects.

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